A Swedish perspective on

PEDAGOGICAL COMPETENCE

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TABLE OF CONTENTS

EIGHT PERSPECTIVES ON PEDAGOGICAL COMPETENCE

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INTRODUCTION

Pedagogical competence – is it possible, obvious or simply unnecessary? How it is perceived depends on whom you ask. In many cases it is research that determines how a university is ranked in respect to quality and status. Proficient and committed teachers are, however, a necessity if institutions of higher education are to provide high-quality education. According to the Higher Education Ordinance institutions of higher learning may only employ teachers who are proficient *both* in their particular discipline *and* in pedagogy. Since pedagogical competence is not often defined and the Higher Education Appeals Board does not scrutinize the evaluation proceedings, both deficient documentation and some dubious evaluations can be found. In spite of this (or perhaps because of it?) those of us who work in Swedish universities and colleges can see that there is both a will and an ambition to develop teaching portfolios, evaluation criteria, and reward systems for pedagogical competence.

This report is the final report of the project *Strategic Development of Pedagogical Competence* that was financed by the Swedish Agency for Networks and Cooperation in Higher Education (NSHU). The report is addressed to people with responsibility for and an interest in pedagogical development in general and pedagogical competence in particular. The report has been written by representatives from ten different institutions of higher education in Sweden and is intended to reflect both the diversity and the similarity of views that are found today among the Swedish institutions of higher learning regarding pedagogical competence. Our ambition has been to capture, spread and document the knowledge that exists concerning pedagogical competence. Our point of departure has been to problematise the praxis that has been established and the system of values upon which that praxis has been built. We consider a good starting point for the future development of quality in higher education to be the initiation of a dialogue for the purpose of developing a common view of pedagogical competence. This should create new possibilities for increasing the national similarity of evaluation criteria, evaluation procedures and requirements regarding the competence of evaluators. We hope, therefore, that this report shall stimulate discussion concerning what pedagogical competence is and in that way contribute further to improving the quality of higher education.

The content and organisation of the report

This report is divided into two parts that reflect the way the group has worked in the project. The project has been carried out through joint discussions, local institution-specific activities and national joint inspiration days. The first part of this report is common to the whole project where the work, the joint reasoning and the conclusions are presented. The results and conclusions that are shown in the first part of the report have been put together by the project steering group and are the result of discussions and development work of the whole project group. *We* in the first part of the report therefore stands for *the whole project group*. The second part of the report contains contributions and discussions from individual project participants. The different authors are responsible for the content of their own texts.

ABOUT THE PROJECT – BACKGROUND, ORGANISATION AND RESULTS

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To be employed as a teacher at a university in Sweden requires that the teacher has demonstrated pedagogical competence. The concept of pedagogical competence is referred to daily at our institutions of higher education. Department heads, academic appointments boards/recruitment committees or experts make decisions when employing people based on the Higher Education Ordinance (Chapter 4, Teachers, 5-9 §). This puts great demands on everyone involved. The teacher is expected to be able to document pedagogical competence in a credible and correct way. That also presupposes that the assessment panel has the knowledge and the competence to assess pedagogical competence.

Pedagogical competence is a key concept in both the Higher Education Act and pedagogy for higher education. Despite this there is still no clear and well-documented national view of what is meant by pedagogical competence. However, there are now local definitions, as the case of Uppsala University and Mälardalen University. How pedagogical competence should be construed has many times remained undefined in theory and not reflected upon in practice. This has led to a diversity of local interpretations and strategies. Pedagogical competence has to be described and defined in a way that can be accepted and adopted by our institutions of higher learning. A national common outlook is required in order for assessment work to be equivalent and qualified.

A good starting point for future development of quality in higher education is by promoting a dialogue for the purpose of developing a common outlook on pedagogical competence. That can create new possibilities for increasing the similarity of assessment criteria, assessment procedures, and the competence required for evaluators. The project has had the ambition of problematising the praxis that has been established, and the values on which this praxis rests. In that way, we would like to create possibilities for continued development towards a greater common outlook and understanding of what pedagogical competence is, should be and can become.

Description of the project

The project *Strategic Development of Pedagogical Competence* has been financed by the former Swedish Agency for Networks and Cooperation in Higher Education (NSHU). Ten Swedish institutions of higher education have collaborated in defining and developing knowledge about *pedagogical competence*.

The project participants

Twelve people involved in pedagogical development from ten different institutions of higher learning formed the project group, Table 1. The pedagogical developers from four of the ten institutions made up the steering group which was responsible on the national level for planning, coordinating, and carrying out the project, as well as documentation and evaluation of all of the activities included in the project. The representatives from each of the respective institutions in cooperation with the steering group were responsible for activities at the local level.

Function	Name	Institution
Project Leader	Åsa Ryegård	Mälardalen University/Uppsala University
Management Group	Karin Apelgren	Uppsala University
Management Group	Thomas Olsson	Lund University
Management Group	Lotta Antman [1]	Blekinge Technical Institute
Project Group	Katarina Winka	Umeå University
Project Group	Britt Englund	Mid Sweden University
Project Group	Kerstin Rexling	Dalarna University
Project Group	Kjell-Åke Brorsson	Mälardalen University
Project Group	Fredrik Oldsjö	Stockholm University
Project Group	Yael Tågerud	Kalmar University
Project Group	Leif Karlsson	Kristianstad University College
Project Group	Birgitta Giertz	Uppsala University

Table 1: The project participants

The Project's goal and objectives

The project has had the ambition to problematise the praxis that has been established for the assessment of pedagogical competence and the values upon which this praxis rests. The objectives have been to reach a greater common outlook and understanding of what pedagogical competence is and how it can be assessed.

The purpose of the project has been to:
1. Disseminate experiences and knowledge regarding the possibility of qualitatively distinguishing and assessing different levels of pedagogical competence.
2. Find a consensus on the intended meaning of pedagogical competence as expressed in the Higher Education Ordinance.
3. Encourage and support professional development activities aimed at local actors who deal with questions regarding pedagogical competence, for example, academic appointments boards, job applicants, experts and department heads.
4. Encourage and support local organisational initiatives on pedagogical competences.
5. Suggest criteria for the assessment of different levels of pedagogical competence.

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[1] Lotta Antman was on leave of absence 2008-01-01 – 2008-09-01.

6. Collect locally established ways of thinking and praxis regarding pedagogical competence.

The goal has been to be able to answer the fundamental questions:
   A. How can we together describe pedagogical competence?
   B. How can pedagogical competence be documented?
   C. How can pedagogical competence be assessed and who is competent to assess it?
   D. When does pedagogical competence provide a qualification and how can it be rewarded?

Activities

The project has been carried out on two levels – partly through activities at the ten participating institutions and partly through activities aimed at the whole world of higher education. During the first year the project arranged institution days on pedagogical competence at each of the institutions where experiences from previous activities were presented, local initiatives were discussed and established praxis was problematised. In connection with these institution days the project groups met with important local actors and interested parties, for example, the academic appointments boards/recruitment committees and department heads, senior university officers and the student union as well as pedagogical developers and the personnel department, in order to discuss what pedagogical competence is and how it can be documented, assessed and rewarded. The goal has been to support, inspire and reveal trends and tendencies at each of the participating institutions. At the same time established praxis and locally accepted ways of thinking about work regarding pedagogical competence have been collected.

In general an important part of the project has been the institution-specific need for discussing and developing knowledge and understanding of pedagogical competence. Therefore the project was planned from the beginning so that all of the participants would have the opportunity to meet once each semester during the project period. All of the participants have also had the chance to participate in the different institution days arranged at the respective institutions. In addition to the formal activities, the project's steering group has had several meetings.

During the second year, experiences from the project were disseminated nationally. In order to reach people interested in pedagogy for higher education in Sweden two national institution days on pedagogical competence were held. The national institution days were arranged at the University of Gothenburg and Karolinska Institutet. These institutions were chosen in order to reach as many interested parties as possible. Since there were no institutions represented in the project from Sweden's west coast, it seemed both necessary and natural to place one of the institution days there. The University of Gothenburg, with its newly formed unit for pedagogical development and interactive learning (PIL), was chosen as hosting institution. Karolinska Institutet, which has worked intensively with assessment and rewarding of pedagogical skill the last few years, was the other host. In Table 2 below a compilation of the joint activities that were carried out within the framework of the project is provided.

Activity	Datum
Institution Day at Dalarna University	2008-03-11
Institution Day at Stockholm University	2008-04-02
Institution Day at Umeå University	2008-04-03
Institution Day at University of Kalmar	2008-11-04
Institution Day at Kristianstad University College	2008-11-05
Institution Day at Mälardalen University	2008-11-19
Institution Day at Uppsala University	2008-11-20
Institution Day at Blekinge Institute of Technology	2008-12-04
Institution Day at Lund University	2008-12-05
Project Network Meeting 1 - 2008	2008-05-29
Project Network Meeting 2 - 2008	2008-11-28
Project Network Meeting 3 - 2009	2009-06-15
Project Network Meeting 4 - 2009	2009-09-14 – 2009-09-15
National Inspiration Day1–University of Gothenburg	2009-05-05
National Inspiration Dag 2 – Karolinska Institutet	2009-05-06

Table 2: Project activities

Student participation

In the active project group there were no permanent student representatives. Obviously students bring a valuable perspective to the discussions regarding pedagogical competence. Therefore the project group invited local student representatives to the different Institution Days at the institutions. Participation, however, was not always prioritised by the students themselves and at several institutions the students failed to appear at all – in spite of being invited and even actively "pressured".

On the national level all of the student unions were invited through the national student union, SFS, to the national inspiration days that were held in Gothenburg and Stockholm. In both places SFS had an item of its own in the plenum lecture and its own scheduled seminar. Cooperation around the national inspiration days resulted in the project being invited to an SFS seminar in August 2009.

Results

The *objectives* of the project have been realised through the different activities that were carried out. Examples of local initiatives and needs were presented at the institution days where locally accepted ways of thinking and suggestions were collected and illustrated. In that way local organisational initiatives and continued professional development efforts received support and were encouraged. The national inspiration days contributed to spreading experiences and putting them into a context, and have been an important part of the work to reach a national consensus regarding what ought to be the intended meaning of pedagogical competence mentioned in the Higher Education Ordinance. Valuable conversations and discussions took place continuously regarding the project's four fundamental questions A – D (page 10), above all in connection with the activities that were carried out. The *process* that these conversations have involved was in itself an important result; to a great degree

understanding and awareness within the area have been brought forward by that process. When it comes to the *product* – that is, the answers to the fundamental questions mentioned above – there is agreement in some respects and variation in others. This is evident in the institutions' contributions presented in Part 2 of this report. The first chapter is a summary of the points of view that have been expressed in connection with the four fundamental questions, focussing on the areas where we found or came to a common conclusion – a kind of lowest common denominator for work with pedagogical competence within Swedish higher education.

A. How can we have a common description of pedagogical competence?

With the clear requirement set forth in the Higher Education Ordinance that teachers employed in higher education be pedagogically competent, it is necessary to discuss and problematise the concept of pedagogical competence. Today all of the institutions have to decide what the concept means in matters of employment and promotion. *Ultimately it is about the best way to support the students' learning*, by guaranteeing not only the quality of the teachers in the area of their own disciplines, but also that the students meet teachers who are pedagogically professional. But it is also about handling and assessing cases of employment and promotion in a way that protects the legal rights of the individual.

Three things are required in order to be able to assess a teacher's pedagogical competence:

1. *A definition of pedagogical competence*, so that what is being assessed is clearly evident.
2. *Known assessment criteria* that are connected to the definition.
3. A *teaching portfolio*, where the teacher documents and substantiates pedagogical skill based on the requirements for the job.

From teaching skill to pedagogical competence

The criteria for pedagogical competence suggested by the Commission of Inquiry on Higher Education (SOU 1992:1) have been the starting point for the development work that has been going on since 1992. In many local documents at the institutions it is still these criteria or an elaborated form of them that are referred to. These criteria, however, no longer reflect the entire content of what we today include in the concept of pedagogical competence. In agreement with international research we can see a clear development from what was previously referred to as teaching ability or *teaching skill* to a more comprehensive definition of *pedagogical competence (Figure 1)*. The thing that has meant the most for development during the last few years is above all the idea of the Scholarship of Teaching and Learning (Boyer, 1990, Glassic, 1997, and others), where the teacher is expected to have a scholarly attitude towards the teaching task and in that way contribute to the formation of knowledge of teaching and learning in higher education. We can also see a development where pedagogical competence today includes greater organisational responsibility than previously. The teacher's contribution to the development of higher education

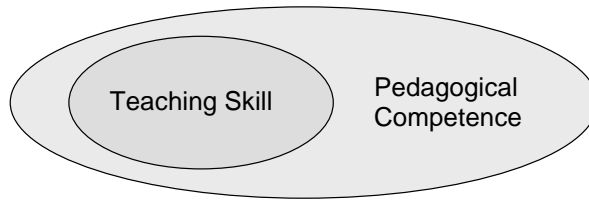(Ryegård, 2008) and responsibility as a pedagogical leader (Giertz, 2003) are put forth more explicitly.

Figure 1: Teaching skill and pedagogical competence (See Lund University's contribution in this report, page 121)

Many teachers are appreciated for their teaching skill by both students and colleagues. Teaching skill, however, is bound to the situation and the teacher does not necessarily have to make conscious didactical choices in order to succeed. Neither does it provide a foundation for attaining individual, professional development and/or development of pedagogy for higher education. For such strategic development a common language and scholarly acceptance is required. Without a common language and theoretical foundation the development of pedagogy for higher education can not go forward. At the same time it is important to make sure that theories of pedagogy for higher education do not become estranged from practice, but instead uphold the special interaction between theory of pedagogy for higher education and everyday practice (Ryegård, 2008).

During the last few years a number of Swedish institutions have chosen to define pedagogical competence. The first was Uppsala University which as early as 2003 introduced a well worked out and accepted definition (for a detailed description of what is included in that definition see Uppsala's contribution to this report, p. 25 ff.):

> *"Pedagogical competence can be described as the ability and the will to regularly apply the attitude, knowledge and skills that promote the learning of the teacher's students. This shall take place in accordance with the goals that are being aimed at and the existing framework and presupposes continuous development of the teacher's own competence and course design."(Giertz, 2003, p.94)*

At Mälardalen University in 2006-2007 a description based on Uppsala's definition which aims at making the demands on teachers' organisational and pedagogical contributions visible was developed:

> **"***Pedagogical competence implies that the teacher from definite goals and frameworks, through continuous development of teaching and personal professional development, supports and facilitates the learning of the students in the best way. This pedagogical competence also reflects the teacher's competence in regard to collaboration, comprehensive view and contribution to the development of pedagogy for higher education." (Ryegård, 2008, p. 9)*

Both of these definitions express common fundamental values and aspire to capturing the complexity of pedagogical competence. What they do not express as clearly are the demands made on the teacher's ability to develop with the support of theory and to make their teaching practices public. In both instances, however, it can be understood from the criteria that the teacher ought to have a scholarly attitude towards teaching and learning.

Describing pedagogical competence

It is obvious that all of the institutions of higher learning ought to make clear their views on what constitutes pedagogical competence. A description or definition, however, does not necessarily have to be the same all over Sweden. On the other hand, there ought to be a common core that can be developed at each separate institution based on their different ambitions, profiles and contexts. We know that the process of defining pedagogical competence in itself contributes to development.

Our point of departure is that the core of pedagogical competence can be described with the help of three basic components.

A description of pedagogical competence…

1. shall be based on that which *supports the students' learning.*
2. shall include the teacher's ability to develop with the support of theory and to make public their practice - *Scholarship of Teaching and Learning*.
3. shall make it possible to describe a threshold value (a lowest level) and a progression of pedagogical competence.

The above requirements can either be part of the definition of pedagogical competence itself or be made clear in the criteria.

What supports the student learning?
All education at university level shall rest upon a disciplinary foundation. That applies to the course's content as well as its design. A definition of pedagogical competence shall take into consideration what both research and well-tried experience have demonstrated to promote students' learning.

Both Swedish and international research in pedagogy for higher education have shown that there is a correlation between the teacher's understanding of what and how their students learn along with the conditions for that learning, and the teacher's success in teaching (see, for example, Marton et al.,1984; Prosser & Trigwell, 1998; Ramsden, 1992; Biggs, 2003). That means that knowledge about learning and the conditions of learning are an important requirement. Within the field of pedagogy for higher education Scholarship of Teaching and Learning (Boyer, 1990; Glassic et al, 1997; Kreber, 2002; 2006; Trigwell & Shale, 2004; Trigwell et al, 2000) has also contributed to the problematisation of what characterises a proficient university teacher.

According to our experience, factors such as the teacher's perseverance, attitude, ability to adapt to situations, didactic knowledge and knowledge about learning, are components that are important if the teacher is to be perceived as professional by students, colleagues and department heads.

The teacher's ability to, with the support of theory, develop and make public their practice - Scholarship of Teaching and Learning
The starting point for Scholarship of Teaching and Learning is that a proficient teacher makes well-informed and well-founded didactic choices in relation to the students' learning in the subject. In addition to that, a proficient teacher finds out what works and what outcomes their choices result in. A skilful teacher examines their teaching and uses this knowledge to create even better conditions for students' learning. The teacher shares knowledge in the same way that a researcher shares research results (Antman & Olsson, 2007). Reflection is extremely important to the professional teacher. Greater proficiency that in turn demands better developed reflection.

The possibility of describing a threshold value (lowest level) and a progression in pedagogical skill
When the Higher Education Ordinance talks about pedagogical competence it is a question of a threshold level – what shall be required in order to be qualified. To be qualified requires demonstrated pedagogical competence. What lies behind that threshold value has to be made visible and be described clearly at each institution of higher education. By defining the level for qualification the institution also is given the opportunity to specify different levels for different positions or posts. It should, for example, be possible to define a higher qualification level for professors than for lecturers regarding "demonstrated pedagogical skill". Pedagogical skill can according to the Higher Education Ordinance also be the basis for promotion from lecturer to senior lecturer (HF, Chapter 4. *Teachers,* 13 §, second paragraph). The requirement for pedagogical skill ought to then be considerably higher than the requirement for employment and we see that that is more in line with Scholarship of Teaching and Learning where the teacher's practice is reflective and public.

Part of the concept of pedagogical competence is the idea that one is continuously developing as a teacher. The definition ought to therefore contain some sort of requirement for development. In the same way the pedagogical progression between the different teaching levels / degrees of competence is clearly a necessity. This can be compared, for example, with the requirement for disciplinary proficiency to be qualified for employment as a senior lecturer or as a professor. It is not necessary that the different levels are made clear in the definition, but the definition has to leave room for the possibility of describing a progression of pedagogical competence in the criteria.

Read more about how different institutions have worked systematically to make visible, give an account of, and define pedagogical competence in Uppsala University's chapter entitled "*Pedagogical competences – A key to Pedagogical Development and Quality in Higher Education*", p. 25, "*Pedagogical competence – a Development Perspective from Lund University*" p.121 or "*Pedagogical competence for Teachers at Kristianstad University College*", p. 85.

B. How can pedagogical competence be documented?

The recent shift in how we view pedagogical competence has been accompanied by new requirements for documenting and demonstrating teachers' competence. Traditionally trial lectures for appointment as lecturer and docent have been a tested way to demonstrate and have pedagogical competence assessed. Previously this functioned better, when, in our opinion, the focus was on teaching skill. With a shift towards scholarly and more complex pedagogical competence, trial lectures become a much too narrow instrument. Today the only known and internationally recognised instrument is the teaching portfolio around whose content and design there is great national and international consensus.

From trial lectures to teaching portfolio

Magin (1998) says that it is not possible for a teacher to show their whole capacity by simply demonstrating skill in a trial lecture, see Figure 2. The lecture might focus on the teacher more as an entertainer and intermediary and it may be difficult to capture how the teacher activates the students' learning. It can, however, give an indication of how the teacher works with the students, a snapshot of his or her teaching skill in a lecture situation. A teacher can for example be a skilful lecturer but a poor leader of seminars and vice versa. The problem with trial lectures has to do with the fact that they are connected to a particular situation and that the teacher does not necessarily need to make conscious didactic choices in order to succeed on one individual occasion. For a teacher to get fair assessment of their pedagogical competence requires instead documented performance from several different contexts. This can be achieved through the teacher's systematic documentation of activities by answering the questions what, how, why and with what results he or she has performed over a long period of time. The reasoning itself is the foundation for making the portfolio a better instrument for comprehensive assessment of pedagogical competence than, for example, a trial lecture.

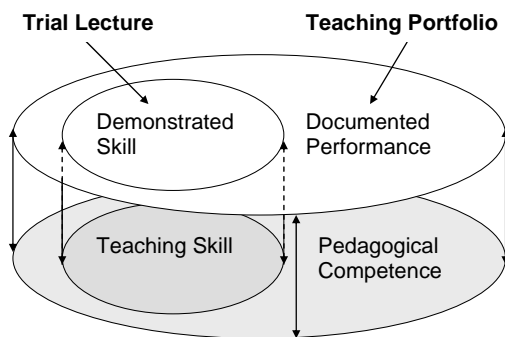*Figure 2: A comparison of what can be shown by a trial lecture and a teaching portfolio.*

Naturally, trial lectures and other pedagogical tests can also continue to be used as a complement to teaching portfolios. The concept ought to be developed, however, by asking the teacher to prepare their, preferably authentic, teaching (for example: lecture, seminar/exercises/laboratory lesson) by formulating the goal of the teaching,

describing the planned teaching and the expected outcomes. In that way a more professional follow-up is made possible and good opportunities for reflection, feedback and personal development are created. It may be appropriate to have the teacher assessed in a practical teaching situation by, for example, a pedagogical developer/consultant, a pedagogical expert or the equivalent

The teaching portfolio

Several institutions have worked out clear instructions for how local teaching portfolios should be drawn up by teachers (see for example Umeå University, Karolinska Institutet, Uppsala University, Chalmers University of Technology and Mälardalen University). Most of the others have instructions on how pedagogical competences should be put together, but they do not call it teaching portfolio. One of the reasons for this is that these tend to simply require quantitative qualifications and therefore are not really teaching portfolios. But other institutions have instructions that are similar to portfolios where, for example, the teachers are asked to give their basic pedagogical outlook and where teachers are to reflect over their pedagogical practice. In these cases it is unfortunate that the portfolio concept is not used and made visible. In the future the point of having all of the institutions require a teaching portfolio before assessment of pedagogical competence is that praxis can be established and our teachers will be more sure about what is expected of them. Over time this will facilitate the work of academic appointments boards/recruitment committees and experts.

Selection from the teaching portfolio varies according to the purpose (employment, salary negotiations, promotion etc.). The portfolio shall show chosen parts of the teacher's professional work and give a comprehensive and correct picture of the teacher. It consists of different types of working material, certificates, training, and reflective texts and therefore is distinctively different from a traditional list of qualifications. There is an abundance of easily accessible international instructions and tips on how these portfolios – teaching portfolios – can be established, both in book form and on the web. There are even a few national, local instructions available (for example Apelgren & Giertz, 2002 and Ryegård, 2006).

According to national and international praxis a teaching portfolio ought to include:

1. a description of the teacher's activities based on the questions: What? How? Why? And With what result?
2. a dialogue between theory and practice
3. the teacher's own reflections on concrete teaching examples
4. course evaluations and possibly other forms of student voices. It is important that the teacher does not just describe results, but also shows their work in relation to goals, resources and student completion etc.
5. material that gives evidence of concrete teaching examples, relevant certificates and documents that give evidence to all of parts of the portfolio.

One real problem that is often discussed in connection with portfolios is the variation in the ability of different teachers to express their qualifications in writing. It is not

without problems, but we would like to point out that academia has in fact already accepted this "unfairness" when it is a question of, in a corresponding way, describing and publishing scholarly findings. A good definition of pedagogical competence can however be of help. It is the teacher's pedagogical skill that is to be assessed, not their skill as a writer. To assure the validity and reliability of the assessment we recommend that the portfolio be supplemented by an interview in cases of employment or promotion.

Read more about how Kristianstad University College has reasoned regarding the documentation of pedagogical competence in the chapter *Pedagogical competences for Teachers at Kritianstad University College*, p. 85.

C. How can pedagogical competence be assessed and who is competent to do it?

Whether or not it is at all possible to assess pedagogical competence reliably has been questioned (Lindberg 1997). Our experience is that it is possible – if – you have a definition, clear criteria, an adequate foundation and qualified assessors. The studies that have been done confirm this (Giertz & Oldsjö, 2005, Ryegård 2008). One condition is that you make clear what is meant by pedagogical competence and explain the criteria you have for it. The criteria you choose are decided by the definition you have chosen. This is needed in consideration to both the applicant and the assessor. Since our starting point is that each institution can formulate its own definition based on common fundamental values (see p.10) – the criteria may be formulated differently. It is, however, important that the criteria are as concrete as possible and that they are assessable. It is also important that it is the qualitative aspects that are in focus.

One of the difficult questions today is how you shall define the threshold level required to qualify for employment as a teacher. A resulting question is then how shall you assess the special pedagogical competence that is required for promotion and advanced positions, or for different levels of competence, if such a system is introduced.

Mälardalen University has formulated a threshold level for employment according the Higher Education Ordinance's requirement for pedagogical competence in the following way:

> *"A qualified teacher creates good conditions for the development of the student's learning through planning, carrying out and evaluating teaching at higher education level" (Ryegård, 2008, p. 34)*

When the requirements for pedagogical competence are made more stringent the criteria are more in line with Scholarship of Teaching and Learning, where the teacher's practice is both reflective and public. What this excellent level means and how it is documented and assessed is extremely interesting, but difficult to capture. Both Lund University's Faculty of Engineering and Mälardalen University have formulated levels of excellence with the help of several criteria. These, we consider, correspond well to the pedagogical skill required for promotion from lecturer to

senior lecturer based on special pedagogical competence according to the Higher Education Ordinance.

Read more about what a professional assessor - a pedagogical expert – considers to be required in order to do a professional assessment in *Some Thoughts from a Pedagogical Expert* (p. 41). The chapter entitled *Experiences of Pedagogical competence, from the Perspective of an Academic Appointments Board* (p.104), is about the problems and the agony of dealing with cases of promotion where pedagogical competence is invoked. In the contribution *Pedagogical competences – a Key to Pedagogical Development in Higher Education* (p.25) there is among other things a discussion about the terminology used in the criteria.

Who shall assess pedagogical competence?

In our tradition a discipline-specific expert is also expected to be able to assess pedagogical skill. It is taken for granted that the expert can do this with the same care and expert knowledge as used in assessing discipline-specific proficiency. This is often problematical. For that reason a clear demand for special pedagogical experts is beginning to emerge at more and more institutions. At Chalmers University of Technology this has been put into practice for a long time, at Mälardalen University the requirements have been sharpened since 2007.

Whether or not it is permissible to call in a special external pedagogical expert is sometimes questioned. The answer is – yes. As early as in the government bill regarding the management, teachers and organisation of higher education (Prop. 1996/97:141) the government has emphasised the importance of subjecting pedagogical competences to comprehensive and qualified assessment by engaging external pedagogical experts. In *The Open University* (2001/02:15) the government points out that it is important that the employment regulations in the Higher Education Ordinance regarding both the requirements for qualification as well as the basis for assessment be applied in full regarding pedagogical competences. The Higher Education Ordinance (Chapter 4, Teachers, 21§) states, however, that there always have to be two discipline-specific experts which means that a pedagogical expert without discipline-specific knowledge would be a third expert. In many cases it seems as if the requirement of the Higher Education Ordinance for professional assessment of pedagogical competence agrees poorly with the conditions existing in regard to expert proceedings.

Competence requirements of pedagogical experts

A pedagogical expert is a person who is familiar with the conditions, theoretical assumptions and practical application connected to a particular activity in higher education. A background in the subject is not the deciding factor; instead it is a question of an intimate knowledge of the activity that is to be assessed. That means that a pedagogical expert does not need to have the same subject background as the teacher whose pedagogical competence is being assessed. That also means that a discipline-specific methodology specialist does not automatically fulfil the requirements for being a pedagogical expert; it is not pedagogy as a discipline that is being assessed, but rather the pedagogical activities having to do with the practice of teaching. Experiences from two projects where the validity of the assessment of pedagogical competence has been tested (Giertz & Oldsjö, 2005, Ryegård, 2008)

show that with clear criteria a consensus between the experts' assessments prevails irrespective of disciplinary background.

One wish for the future is to steer development and establish praxis among experts by training them together. In that way we can build up a national resource of pedagogical experts who have the required competence more quickly. Professional training has to be offered to members of the appointments boards in order to increase their knowledge of pedagogical competence.

Several institutions already work with pedagogical experts. Read about how Umeå has dealt with the issue in *Ways to Increase the Value of Pedagogical competence* (p. 97), or how Uppsala University now requires pedagogical experts through its pedagogical action programme in *Pedagogical competences – A Key to Pedagogical Development and Quality in Higher Education* (p. 25). Several institutions are on the way to clarifying their requirements for pedagogical experts and want both professional development and/or training in order to be able to conduct the task professionally, see for example the contribution from the University of Kalmar (p. 55) that 1 January 2010 merged with Växjö University to form Linnaeus University or Kristianstad University College (p.85).

D. When is pedagogical competence a qualification and how can it be rewarded?

If the institutions want to continue to develop in the area of pedagogy for higher education, a system that encourages initiative and activity that promotes development are required. It requires strategic, long-term work that will of crucial importance in determining the individual teacher's future priorities. Different systems for rewarding pedagogical competence have been introduced or are going to be introduced at institutions all over the country. Lund University's Faculty of Engineering launched its pedagogical academy as early as 2001 and Mälardalen University initiated a pedagogical competence ladder in 2008. Other institutions that have initiated reward systems are for example Kristianstad University College, Uppsala University and Örebro University.

Critical success factors for a reward system

Which factors are especially important in order for a system rewarding pedagogical competence to be successful?

The whole organisation shall be developed

The primary purpose of a system for rewarding pedagogical competence is not to reward individuals, but rather to enhance collected pedagogical resources and awareness of the organisation. It is true that individuals and preferably also their institutions that are rewarded, but by elaborating the criteria so that organisational learning is rewarded, the whole organisation's level of knowledge is raised. Criteria that promote active participation in the pedagogical conversation, and that require that the individual demonstrate how his or her pedagogical development work is going to benefit the organisation, supports such development.

"The ice has to be flooded"

The organisation (university/college/faculty) has to be ready for a system for rewarding pedagogical competence. This requires a well-functioning, carefully prepared and integrated entirety of pedagogical development efforts at the organisational level. Courses in pedagogy for higher education are crucial, but other support and development measures at all levels within the organisation are also important. Not least are the arenas that support and facilitate active pedagogical conversation – pedagogical newsletters, pedagogical seminars, campus conferences etc. - that constitute important success factors for pedagogical reward systems. And that is a development that has been shown to take time – often several years.

The support and acceptance of the whole organisation

At the introduction of a system for rewarding pedagogical competence it is crucial that the whole organisation espouses and supports the process. Management, different key people, members of important boards and other organs, the student union and department heads all have to strive for the same goal. The department heads, the teachers' closest managers, are especially important. Without their support it is in principle impossible to introduce and maintain a well-functioning reward system.

It has to be worthwhile

For individual teachers it is important to be recognised as pedagogically proficient. But that is not enough. Obviously there have to be other incentives that reward pedagogical competence. The easiest and the most common way is some sort of financial compensation. Other reward models could also be appropriate, alone or as a combination of several. It is important that the teachers apprehend the idea of professionalisation in connection to this. It is also desirable that the system becomes self-reinforcing.

Even if pedagogical awards still often leave much to be desired, they could also be developed in such a way that they promote pedagogical competence and pedagogical development work.

Developing one's pedagogical competence and documenting it with a teaching portfolio requires a large-scale effort that extends over several years – wholly analogous to the development of scholarly proficiency. It is therefore important for the reward system's acceptance and long-term development that the organisation plainly shows that the reward means something career wise and is strategic for both the individual and the institution (Olsson & Roxå, 2008). This can be done in many different ways: through key people (management, heads of departments, successful researchers etc.) applying for rewards, and succeeding; through teachers who have been rewarded being used for strategically important tasks; through young researchers who are venturing upon an academic career applying for rewards for pedagogical competence as an obvious part of their pedagogical development – parallel to scholarly development; and through the academic appointments boards or equivalent organ fully accepting rewards as a demonstration of the applicant's pedagogical competence upon employment or promotion.

Not an alternative career path

It is very important that the system for rewarding pedagogical competence does not develop into alternative career path for employees who do not work in research. University teachers are to teach and do research and the organisation has to support and reward both pedagogical and scholarly proficiency. It has to be natural for all teachers to strive for excellence in both teaching and research. Obvious signs of the success of a well-functioning reward system are that representatives from all teaching categories – professors, senior lecturers and lecturers – apply for rewards, and that many of the rewarded teachers are active researchers.

Financial incentives

There are reward systems where the reward consists only of recognition and membership in a pedagogical academy. Other systems are built on the hope that the recognition connected to the reward will lead to a higher salary in the ordinary salary reviews. An additional system has a fixed salary increment for individuals and increased funding for institutions. Parallelism with research is crucial. If the organisation provides salary increments and increased funding for scholarly proficiency (docent), it is very important that the same financial terms apply to the rewards for pedagogical competence. Otherwise it will impossible to claim that pedagogical and scholarly proficiency are equally important aspects of a university teacher's competence. Financial incentives should not be underestimated since they send a clear signal that the organisation regards rewards for pedagogical competence in earnest.

Scholarly attitude

Crucial to the acceptance of a reward system within the academic organisation is that it is built on the existing academic culture and values. Again, parallelism with the scholarly tradition becomes marked. A reward system has to be built on a scholarly attitude towards teaching and student learning. Critical reflection, that is always based on other researchers previous work, and collegial (peer review) assessment are central to this scholarly attitude (Olsson & Roxå, 2008).

National coordination

We can already see today that self-regulation exists regarding, for example, the titles of the teachers who are especially pedagogically proficient. Several institutions already call the "highest" competence level excellent (Lund University's, Faculty of Engineering, Mälardalen University, Karolinska Institutet and Kristianstad University College. The Swedish reward system that has been developed is based on the common basic outlook that the student's learning is central. A considerable number of institutions (see, for example, Uppsala University, Malmö University, Örebro University) are already on the way to developing a completely new reward system, or a reward system inspired by the existing system. For a certain amount of time it is probably a good idea to let all of the flowers bloom, but in the long-run it is desirable that career paths become uniform. Sooner or later national coordination is going to be needed, so that teachers can simply take their titles and levels with them to other institutions than those from which they have received their qualifications.

Read more about the pedagogical academy at Lund University's Technical Faculty in *A Development Perspective from Lund University* (p. 121) and about Kristianstad

University College's future plans in *Pedagogical competences for Teachers at Kristianstad University College* (p.121). At many institutions the question of pedagogical career paths has been discussed without anyone finding a solution. You can read about the problems regarding that in Pedagogical *Skills in Word and Deed* (p. 69).

Conclusion

Pedagogical competence has been considered to be the individual teacher's concern for far too long. To improve the quality of teaching and students' learning, teaching has to really become the concern of the entire university. We have to regard pedagogical competence just as we regard scholarly proficiency.

What happens next?

In the Swedish National Agency for Higher Education's proposal for new quality evaluations for higher education (Högskoleverket, 2009) *pedagogical competence* is not mentioned a single time despite the fact that there is a desire to evaluate the quality of student learning. This seems strange as the evaluations are intended to be the basis for among other things a graduated assessment of the quality of the course, clear information to the prospective students and to provide a foundation for allocation of resources within higher education. The Swedish National Agency for Higher Education leans against the changes that the Bologna Process have involved and points out how "the focus has been shifted from the teacher's activities to the focus on what the student does and shall do" (Högskoleverket, 2009, p. 10-11). The learning goals and the results achieved by the students shall be the focus. At the same time the investigators point out that knowledge is required of how teaching shall be planned with the focus on student learning outcomes, how these shall be examined in a relevant and reliable way and how teaching can be structured in the best way for promoting leaning that is aimed at understanding. Despite the fact that higher education is expected to carry out advanced *learning-centred planned teaching,* neither teachers, nor the teachers' pedagogical competence, are mentioned as a possible quality factor a single time in the report. The students themselves however, have understood for a long time the importance of professional teachers. SFS thinks that the quality of higher education will decline without proficient educators and university teachers who have time to meet the students in teaching.

There are also other external factors that can be seen as a threat to continued development of pedagogy for higher education. We live in a time when it is fashionable to rank all of the major international universities or subjects primarily regarding research results. From a general point of view the ranking system takes little or no consideration at all of the quality factors such as pedagogically proficient teachers. Academic Ranking of World Universities (ARWU) for example bases its ranking to a great extent on the number of Nobel Prizes, the number of cited researchers, and the number of articles published in Nature and Science (Shanghai Jiao Tong University, 2007). In other words, a measure of the quality and quantity of research is done, and that does not really need to say anything at all about the quality of the education. In the long run that can lead to negative effects on the quality of education since the foundations for this are laid by teachers who are not only proficient in their disciple, but also pedagogically proficient

A rather new phenomenon is the ranking system that has been developed by the students themselves. The reason this type of ranking system emerges is that many students experience a lack of "consumer friendly" information about higher education. One of the most important factors for students is the teachers they meet during their education. This is a factor that the institutions themselves often leave out completely in their information material. At the Swedish website *studentertyckertill*.se that has been developed by two students, the teachers are ranked according to the factors: the teacher's teaching ability, the teacher's knowledge of the subject area as experienced by the student, the teacher's commitment and support to learning. These factors could describe parts of a teacher's pedagogical competence, but still lack a great deal when it comes to giving a true, comprehensive picture. The creators of the website say that it "offers the students an opportunity to share their experiences opinions in order to create as truthful and reliable picture of higher education". The intended information about the teachers' proficiency easily becomes misleading since it is based on unsorted opinions that are usually based on teaching skills and not on pedagogical competence which is then brought forward as fact in an "*objective*" ranking system. The threat of this type of home-grown ranking system is that the universities themselves are not able to strategically and systematically influence the grades and grading. But we can be sure that this type of ranking system is going to be more and more common and will have to be taken into consideration in some way in connection with the recruitment of future students.

Strategic investment

Pedagogical development work is still dependent on individuals. In many cases we can clearly see how important a true enthusiast can be. If the development of teaching portfolios and different kinds of reward systems for pedagogical competence are going to be sustainable, there has to be continuity and above all a shift in perspective from the individual to the system. If reward systems for pedagogical competence are to be taken seriously in the future there has to be a greater strategic investment. It is going to need time, money and competence. Is higher education ready to make that investment? Can it afford not to?

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EIGHT PERSPECTIVES ON PEDAGOGICAL COMPETENCE

The opinions, thoughts and reflections that are presented here in the following contributions are personal and do not reflect the project's official standpoint. The author of each chapter is responsible for their own contribution.

PEDAGOGICAL COMPETENCE – A KEY TO PEDAGOGICAL DEVELOPMENT AND QUALITY IN HIGHER EDUCATION

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Experiences from work with strategic pedagogical development at Uppsala University

Introduction

Higher education needs good teachers! In order to have good teachers it has to be worthwhile for teachers to invest in teaching and other educational efforts. Good quality teaching requires that teachers have a professional attitude to their teaching role!

Most people agree with the above statements. On the other hand many people have opinions about the existing conditions and the possibilities that one has as a teacher.

It has been clear for a long time that pedagogical competence is a key factor when it comes to pedagogical development and quality in higher education. If teachers are to be willing to put time and energy into teaching, it has to be worthwhile career wise. Unfortunately it seems just as clear that, despite this insight, it is difficult to change old patterns that in practice mean in many cases that it is primarily academic efforts that are considered to be important. (See UHÄ 1987:1, SOU 1990:90 SOU 1992:1, Lindberg 1997, Gunvik Grönbladh & Giertz 1998, Apelgren & Giertz 2001). But that it is difficult does not mean that it is impossible. With systematic work and perseverance changes can be made.

Work with pedagogical competence at Uppsala University provides an example of how systematic development work can look from a strategic perspective. Below we are going to describe how we have worked with quality development and pedagogical development from the starting point of questions that concern the value of teaching as a qualification through long term strategic work. The process has been driven actively for more than ten years and is definitely not ready yet! We have taken one step at a time working to get our work accepted both upwards and downwards in the organisation before going forward to the next measure. Each stage has gone from some sort of survey and gathering of points of view from the field, over different forms of publications and training efforts and finally on to legitimacy in the form of rules and regulations and such things.

Before systematic development work started at Uppsala University in the middle of the 1990s we put great faith in guidelines that came from above. In 1987 when the vice- chancellor of the university wrote a letter to all of the institutions (UHÄ 1987:2) presented the prospect that the Agency for Higher Education would not allow positions to be filled by teachers whose pedagogical competence was insufficient we

thought that the problem was settled – now all we would have to do is apply the guidelines provided. But, of course, that is not exactly how it worked! Incentive for change can come from different places. It could be different forms of decisions from above – from authorities outside or within the university – or it could be as pressure from below, from those who are directly involved in the teaching. Both types are important for successful development work. Rules and regulations can be a great help in development work, but without their acceptance by those involved in teaching there is a great risk that nothing will happen.

Some history

Teaching competence and the importance of evaluating it in connection with employment in higher education is definitely not new. For as early as 100 years ago the possibility of taking a special "teacher's test" arose and it was stated in the university statutes that the teacher's skilfulness in instructing the subject was also to be taken into consideration. Since then this has reappeared in different ways in the regulations that steer the work of higher education. For a more detailed discussion see Rovio-Johansson and Tingbjörn 2001. At the beginning of the 1990s these requirements were clarified and reinforced in a pronounced way in the Government Inquiry into Higher Education SOU 1990:90 and its final report SOU 1992:1 known as the "Grundbulten" (the Linchpin). There it was pointed out that academic and pedagogical competences were in principle to be assessed in the same way, that documentation was required and that it was the quality that was to be assessed. Additionally, the things that ought to be included in pedagogical competences and the criteria for pedagogical competence were presented. Another step was taken in the inquiry "Teachers for Developing Higher Education" (SOU 1996:166) that resulted in a sharpening of the Higher Education Act and the Higher Education Ordinance regarding the handling of pedagogical competences and pedagogical competence that came into effect in 1999. For a long time there has been a good foundation in the form of inquiries, background texts and clear regulations set forth in rules and regulations to rely on, but that is not enough. To have an effect the question has to be made visible, accepted and also preferably experienced as important and connected to the actual situation on different levels among those who are affected.

Strategic and systematic development

A few basic attitudes have guided our pedagogical development work:

1. A cornerstone of all of the activities at universities and colleges is that all of the work, to as great a degree as possible, shall rest on an academic foundation. That obviously applies to pedagogical activities as well. An important point of departure for the work that is being done at Uppsala University is that it is connected to research and international experiences. That is an important prerequisite for fruitful pedagogical development and a part of showing that pedagogy for higher education can and ought to be based on research.

2. All pedagogical development work at the university ought to be based on the same basic outlook and on the same evaluation principles. There has to be consistency and a red thread in the things that are done. For example, the

same view of what is to be included in pedagogical competence should be applied in all contexts where it is a question of assessment.

3. Getting acceptance for ideas and establishing them in an organisation is essential for being able to apply them. That pertains to all of the levels, both among students, teachers, boards and the senior officers of the universtiy. Development work has to be done in cooperation with teachers who are actively teaching at the university. The proposals have to be supported by decisions from the senior university management and key people have to be made aware of the content and consequences of the proposals.

4. In the culture of the university the written word is very important; you could say that if something is not written down, it does not exist. Pedagogical development work has to be documented and the results have to be spread. For that reason we at Uppsala University emphasise the importance of accounting for the pedagogical development projects that are carried out in reports and articles and presenting the results at different types of conferences.

These four fundamental principles permeate all of our work regarding pedagogical competence. The model for the portfolio of pedagogical competences and the definition of pedagogical competence with its accompanying criteria have as their point of departure international research and experiences; in the project they have been reworked for Swedish conditions along with teachers who are actively involved in teaching. The results have been documented in reports and articles. The model presented for the portfolio of pedagogical competences has been accepted by the senior university officers and has been recorded in the appointments procedure and other relevant documents. The same applies to the definition of pedagogical competence with the assessment criteria that follow; the same criteria are the basis for decisions about recipients of pedagogical awards. That is to say that it is a research-based and established approach that is applied consistently in different contexts!

Systematic work in several stages

As a basis for systematic work with pedagogical competence an analysis of obstacles and possibilites was needed. The starting point was "the arguments against pedagogical competence" that Leif Lindberg formulated (Lindberg 1997) and these were put together in three groups based on whether or not they had to do with documentation, assessment or values (figure 1).

1 Documentation	2 Assessment	3 Values
There is nothing to assess; the background documentation simply does not exist.	*It is impossible to assess pedagogical competence; the assessment would only be subjective. In any case, I can not do it.*	*Anyway, the best researchers are the best teachers. It is impossible to assess pedagogical competence; research is still more important.*

Figure 1: Three categories of argument that are given as an explanation to why pedagogical competences are not assessed as thoroughly as academic qualifications.

One prerequisite for careful assessment is, naturally, that there is adequate documentation for assessment. Therefore our starting point was a development project that drew up a model for what should be included in such documentation. This work is described in the report "Pedagogical competences Portfolio – and suddenly I was qualified" (Apelgren and Giertz 2001, in Swedish). The application of the model and the situation today is described below.

The next step was the assessment itself. The assumption was that in addition to having adequate documentation for assessment one needs to know what is to be assessed, that is, what is included in the concept "pedagogical competence". A new development project put together a definition and assessment criteria. The question of expert assessment of pedagogical competence when employing new teachers is also part of this.

The third type of objection, the one that has to do with values, is more difficult to tackle with direct actions. Spreading information is obviously important. Meeting objections concerning values has to do with the long term effects of the other measures and development in the rest of the university.

Adequate documentation for assessment

The starting point for work with portfolios of pedagogical competences was a seminar arranged by Oxford Brookes University in 1997 (led by Graham Gibbs and Peter Seldin). The purpose was to have a look at international experiences and to see to what extent they could be relevant for Sweden. The draft that was presented seemed promising (see Seldin 1997, Gibbs 1992). It focussed on those things that are often lacking in Swedish assessment documentation, namely the qualitative aspects of a pedagogical activity – not just a presentation of what the teacher has done, but also even how the teacher has worked and why the teacher has worked in that particular way. A teacher's reflective attitude to their own teaching was fundamental. That concept was tested in the project mentioned above and resulted in a model of the portfolio of pedagogical competences adapted to Swedish conditions (for a more detailed description see Apelgren and Giertz 2001).

It was clear right from the start that the work of putting together a portfolio of pedagogical competences influenced the way teachers thought about learning and teaching which in itself was a positive factor for development. For that reason and to give young teachers the opportunity to get a good start in preparation for future job applications, an element on teaching portfolios were introduced as a part of the introductory course in pedagogy as early as the end of 1990s. This element is relatively comprehensive and consists of general information about the model and the reasoning behind it, work with one's own portfolio, reading and discussions about other teachers' portfolios and final discussions and a summing up. Many course participants usually comment that it was difficult to get started and write on their own, but after having read other people's portfolios and discussed their own drafts with other people it was easier and they understand that this is a good way of working with their own qualifications as well as using the portfolio as a basis for their own development. Working with portfolios has also been introduced on courses with foreign teachers and has been used on distance courses. Today after more than ten years of writing portfolios on the courses there are over 2500 teachers at Uppsala

University who have at least begun and received some experience in working with teaching portfolios. In the long term this means that most of the teachers are going to have experience of the model and in that way the model should have an impact on the work in appointment procedures and on professional development. Constant dripping wears away a stone

The assessment

One prerequisite for giving a fair assessment is that one knows what it is that one is assessing. Pedagogical competence has been a diffuse concept, where different assessors attach importance to different aspects. A common and comprehensible definition is needed as a starting point for assessment. This definition also has to be translated into clear criteria in order for it to be of any use and to make the assessment process "transparent" and thereby protect the legal rights of the individual. Along with adequate documentation for assessment we see this as the single most important prerequisite for assessment work.

Pedagogical competence was discussed in a project with the directors of study and department heads. International research and what experience has shown to characterise a proficient teacher in higher education formed the basis; a suggested definition of pedagogical competence and the criteria to be used for assessment were the result. The discussions about the definition and criteria showed that the terminology was not without problems. Usually the criteria were formulated without saying exactly what these criteria exemplified or how they are expressed in a concrete situation. The word criteria has been used as an umbrella expression without being clear about what one is really referring to. That is unfortunate and leads to obscurity and in some cases disagreement. The criteria should be characteristic of the things that are included in pedagogical competence; and to be able to determine an individual's pedagogical competence one *also* has to know which practical consequences demonstrate that a criteria has been fulfilled. One has to distinguish between

(1) that which is being assessed (pedagogical competence, which has several aspects)
(2) that which is significant for that (criterion), and
(3) that which shows that a criterion has been fulfilled.

A difficulty in connection with assessment is that language usage that describes and analyses these differences has not been found. The undifferentiated use of the word "criterion" is an expression of this. The term *sub-area* of pedagogical competence (criteria area), *criteria* and *indicators* have been chosen to describe the three aspects that are of interest when assessing pedagogical competence

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Answers the question

(1) Sub-area	**What does** pedagogical competence involve?
(2) Criteria	**What is characteristic of** pedagogical competence?
(3) Indicators	**What can you base** a teacher's pedagogical competence on?

For the reasoning behind this and how it stands in relation to international studies and praxis refer to the report "Assessing pedagogical competence – is it possible?" (Giertz 2003, in Swedish).

Definition of pedagogical competence

Pedagogical competence is

> *the ability and will to regularly apply the attitude, the knowledge, and the skills that promote the learning of the teacher's students in the best way. This shall be in agreement with the goals that apply, and within the framework available and presupposes continuous development of the teacher's own competence and instructional design.*

This definition puts forward a number of aspects that are of importance for the teacher's pedagogical competence.

1. Attitude

Having an attitude that best promotes student learning can be seen as the cornerstone of pedagogical competence. Above all attitude is intended to mean how the teacher sees repectively their own role and repsonsibilty and the role and responsibility of their students, but also includes other parts of a fundamental pedagogical outlook. It is attitude as it is expressed by action that is of importance – it is about having a fundamental pedagogical outlook and putting it into practice.

A general *academic attitude towards* teaching is of importance. That implies having the same sort of reasoning in relation to teaching that one has to research. It is about a connection to research where it is not primarily the content of the research that is to be put into teaching, but rather its fundamental scientific attitude that is to be applied in relation to the teaching process. That means among other things that when choosing content, teaching method, examination and evaluation, one takes into consideration what research has shown to promote student learning best. Higher education shall rest on a foundation of research regarding both content and pedagogical design.

2. Knowledge

As a basis for pedagogical competence the teacher needs knowledge within the four following areas.

- The subject
- How students learn (in general and for the specific subject)
- The teaching process and teaching methods
- The goal of the course and the organisation

To only *have* knowledge in these areas has little value as a qualification. The most important word in the definition is *apply*. It is not enough to have the knowledge and skills that are needed. Pedagogical competence means that the teacher also uses their knowledge and *applies* acquired insights and skills.

3. Ability

Applying knowledge in the areas mentioned means demonstrating different types of ability. For assessment of pedagogical competence, for example it is the extent to which the teacher has shown

- the ability to plan and organise the activity
- the ability to structure and present material in a subject in an appropriate way for the students
- the ability to adapt teaching to the particular group of students and the situation.

4. Adapting to the situation

The definition emphasises that pedagogical competence always has to be *related to the situation* – to the framework. The composition and levels of groups of students varies. A course can be popular or "a necessary evil". The learning of the students has to do with a particular content, a particular learning context and overall goals and course goals, with given (often limited) financial and temporal resources. Pedagogical competence means handling the diversity of factors in the best way with the goal of optimising the learning of the students.

5. Perserverence

Good teaching requires perserverence. Neither the students nor the institutions gain from brilliant one-off efforts if interest and commitment then wane. It is a demanding task to teach extensively with undiminished commitment term after term, perhaps even on the same course. The ability and the will to work *regularly* in the best way ought therefore to be an important part of pedagogical competence.

6. Continuous development

Pedagogical competence is not something static, something which one ever completes. Showing the ability and the will to apply a way of working that best supports student learning means continuously taking in new knowledge, learning from new experiences and developing professionally both in one's subject and pedagogically. Pedagogical competence means continuously evaluating one's pedagogical practice in the light of what research and proven experiences have shown to best promote student learning.

7. An integrated whole

The six aspects above can be seen as a description of what is included in pedagogical competence. They are a clarification of the first condition for being able to make an assessment, namely making clear what is to be assessed. The different aspects are linked together in a chain where different parts build upon, or follow, other parts. Attitude is fundamental. Application of knowledge in one area can presuppose knowledge in another – for example knowledge of the course goals and how learning takes place are the basis of decisions about teaching strategies and so on. The teacher's ability to reflect over their experiences and to integrate and apply their total knowledge is the visible expression of a teacher's pedagogical competence.

Assessment criteria

In connection with this definition a number of assessment criteria were formulated:

1. An attitude that promotes learning
2. Based on research and a scholarly attitude
3. Broad and current knowledge of the subject
4. Knowledge about how students learn
5. Knowledge about teaching
6. Awareness of goals and frameworks
7. Holistic view
8. Teaching skill
9. Striving for continuous improvement
10. Leadership and organisational ability
11. Collaboration with others and external contacts

In connection with each criterion a number of indicators were formulated (see appendix). The indicators shall be understood to be examples of such things that demonstrate that the criteria have been fulfilled; naturally, all of indicators do not need to be present in an individual case, and there can also be others in addition to the ones mentioned.

What is a pedagogical expert?

Pedagogical competence shall be judged with the same care as academic competence (Higher Education Ordinance SFS 1993:100). This requires the same degree of expert knowledge in both fields. A special pedagogical expert can be needed as a complement to the ordinary expert. The regulations about this are recorded in Uppsala University's pedagogical programme from 2008 and the routines for applying them are in the process of being drawn up.

A pedagogical expert is well acquainted with conditions for higher education, theoretical prerequisites and practical applications. Having a background in the subject is not crucial; instead it is a question of familiarity with the subject that one is to assess.

Dessemination of experiences and results

An important part of strategic pedagogical work is continuous documentation and spreading of information about the results (Boyer 1990). Development work that has been done has been presented in reports in the department's report series (Apelgren and Giertz 2001, Giertz 2003). A detailed presentation of the thoughts and experiences that lie behind the work and the reasoning behind the positions we have taken can be found there. Booklets with short compilations of the results have been put together, one with advice for people preparing portfolios (*Skaffa dig en pedagogisk meritportfölj, 2002*) and one intended to be a help for assessors (*Att bedöma pedagogisk skicklighet, 2004*). The latter has also been translated into English in order to be of help to our foreign experts and applicants (Assessing Teaching Skills, 2006). A by-product of the project on pedagogical assessment was the many suggestions on how certificates of demonstrated pedagogical competence could be formulated; these have been put together in a booklet (*Intyg om visad pedagogisk skicklighet – hur skriver man?, 2004*). These booklets are distributed

freely at the university, but can also be downloaded from the department's home page *www.pu.uu.se*. The main purpose of the booklets is to function as a help for everyone involved in the process of assessing pedagogical competence, irrespective of whether or not the person is an applicant, director of studies, department head, expert or a member of a recruitment group. The material has also been used on all of the courses and workshops that have been given that have to do with pedagogical competence.

Internal

As previously mentioned, acceptence and training of the people involved at all levels is essential if an issue is to be be established and implemented by the organisation. This has been done by dissemination on our regular courses, for example, the introductory course in pedagogy for higher education and courses for directors of study and department heads, special courses for members of the recruitment committees, student representatives on different levels, faculty secretaries and administrators from the personnel department.

In the beginning of the 2000s, pedagogical developers and the personnel department in collaboration put great effort into training members of the recruitment committees, teachers and students, and administrators. The courses took up the new regulations in the Higher Education Ordinance which came into effect in 1999, the university's new employment regulations, how to carry out an interview and tests in connection with employment; and, above all, from our perspective, how one can get good qualitative documentation for assessment of pedagogical competence and how one can assess pedagogical competence. Uppsala University at that time had 12 recruitment committees and all of them participated in tailor-made courses of 1-3 days. These courses were both good and appreciated, but they are not enough. Representatives on the recruitment committees changed over time, thus the need for recurring courses. That was clearly seen in connection with an inspiration day that was arranged at Uppsala University in the autumn of 2008 as part of the NSHU Project. Attendance was good, with around 50 participants, but it was very clear from the discussions that it was time for other courses.

The secretaries of the boards and above all the administrators provide continuity on the boards. Therefore a special effort was made both in regard to having regular contacts with them and providing them training. Other key people are the student representatives who change often but who really are actively interested in the value of pedagogical issues in regard to qualifications. Depending on what they themselves want and the needs they have we have tried to train and support them in these issues to as great an extent as possible.

Another type of internal dessemination is when results that are produced for one purpose also come to be used for other purposes. The clearest example of that is the definition of pedagogical competence and the collective assessment criteria that were formulated to be used in assessment in connection to employment and promotion, but now have also been used as a starting point for the university's annual pedagogical awards (see *www.pu.uu.se*). Skelton (2005) also presents that as a way of rewarding pedagogical competence.

External

When we at the end of the 1990s formulated the model for the portfolio of qualifications it was a relatively unknown way of putting together the documentation for assessment of pedagogical competence. At about the same time as we started that work Karolinska Institutet launched its portfolio model, and Lund University's Faculty of Engineering immediately after started with establishing the foundations of its Pedagogical Academy. The interest in finding out about the models for presentation and assessment of pedagogical competences has been great. We have presented our work at the quality conference of the Swedish Agency for Higher Education and at conferences on pedagogical development. From the beginning of the 2000s and forward we have been invited to five or six institutions every year. Obviously the institutions have had their own development and their own work with development of the handling of pedagogical competences, but we have been able to ascertain that the work that has been done at Uppsala University has also had importance for development in many other places. Participation in the development that is going on has been stimulating. During the last few years this NSHU financed project and prior to that the project on Pedagogical Career Ladders at Mälardalens University have provided opportunities for meeting colleagues and working towards a national consensus in the handling of questions concerning pedagogical competence.

Internal guidelines – pedagogical programme

Already at the beginning of this text it was mentioned that in order to get acceptance in the organisation and long lasting results it is first a question of getting both top-down and bottom-up acceptance. The work that has been carried out on different levels has to be included in the university's official guidelines. When the new features of the Higer Education Ordinance that had to do with recruitment and employment of teachers came into effect in 1999 and the institutions were given the task of drawing up the local appointments procedure, we were given the chance to participate in the work. Since then we have continuously, at each stage in our development work, paused and thought about how the results should be accepted established on different levels and be made part of in the rules and regulations. The university's appointments procedure (Uppsala University 2002) and the guidelines for evaluating qualifications that are (Uppsala Universitet 2003) found there, have had great significance for development and continued implementation in the work (*http://regler.uu.se*). It has been support and a pacemaker for everyone working with this. A positive attitude from the university's leadership has also been of great importance for the work throughout the years. Just as the good cooperation with the personnel department and the faculties' administrators have also been important to us.

A few years ago the pedagogical development department was given the task of, together with representatives from the teaching, drawing up a new pedagogical policy and action programme for Uppsala University. In connection with this work it was soon made clear, especially by the representatives in the working group involved in teaching, that however many good and research-based guidelines were suggested, to make an impact the value of the teacher's efforts on courses and the possibilities for contiuous professional training had to be brought forward. The result eventually was a programme with four goal areas where two of the areas are about continuous professional development in pedagogy and the value of teaching as a qualification (*www.pu.uu.se/pedagogisktprogram*). When it comes to the value of teaching as a

qualification the importance of documentation is emphasised through the portfolio of pedagogical competences. Furthermore, it is said that there shall always be a special pedagogical expert in connection with teaching appointments and that some form of pedagogical reward system shall be introduced. The new pedagogical programme came into effect on 1 January 2009 and work with the implementation is progressing. This has meant a step forward, not least considering the the positive diaglogue with different key people this has made possible. In the next step lies among other things cooperation with the personnel department in drawing up a new appointments procedure and guidelines and, at the request from the faculty administrators, compilation of material with instructions for experts and applicants. In the future there are plans to offer a web-based course in writing portfolios and helping the faculties when it is a question of finding people who can be pedagogical experts. In connection to this some form of training for assessors is also being planned.

The situationen today

A goal for development work concerning pedagogical competences has been to contribute to creating good conditions for qualified and careful assessment of pedagogical competence in connection with employment and advancement. It has been about developing a models and tools for reporting qualifications and assessment of pedagogical competence, and work in getting these spread and applied.

The situation today is that there are such tools and that they are to a great extent accepted and used. That applies primarily to the portfolios of pedagogical competences, where the central idea is that one shall present one's qualifications so that the quality of the pedagogical activity can also be assessed. The model drawn up at Uppsala has also formed the basis for similar work at other institutions.

Another goal has been to increase the awareness of what it means to be pedagogically proficient and in that way promote the development of pedagogical competence of individual teachers. By having everyone participating in the introductory course in pedagogy – to date 2500 teachers – begin to compile their own teaching portfolio and become familiar with the thoughts around the pedagogical questionns upon which it is based, the portfolio is becoming a natural way of thinking for more and more of the university's teachers. That the appointments procedure's guidelines for evaluating qualifications upon employment of teachers presents the model and prescibes that it is to be used in applications for employment and advancement is an expression of how it has become the university's official policy. The situation today is considerably brighter when it comes to evaluating pedagogical efforts than it was ten years ago. Obviously this in turn influences a teacher's readiness to put time and energy into teaching and is in that way a quality-raising factor.

In recent years the concept *Scholarship of teaching and learning* has been discussed and won accpetance in the field of pedagogy for higher education (Boyer 1990, Kreber 2002, 2006, Trigwell et al 2000). This concept focusses on the professional attitude towards the teacher's role and is based on the idea that a teacher builds up competence through practical work, that is to say, tested experience; but then that is also put in relation to research that has been done in the field. Consequently the teacher has to have a theoretical relationship to their teacher role and he or she also

has to reflect and participate in the public discussion about teaching. This is consistent with with the points of departure that Uppsala University has had and has also strengthened both the process and the acceptance of these issues. And not least of all, the discussion on scholarship provides a good foundation for the continued work.

In other words the preconditions for getting adequate documentation for assessment of pedagogical competence exist. Likewise there is a definition of pedagogical competence that is research-based and connected locally, with assessment criteria and indicators associated with it. From the university's side it is clearly stated that both the definition of pedagogical competence and the assessment criteria apply owing to the fact that they are included in the university's guidelines for evaluation of qualifications. Another example of the university leadership's positive attitude is that the university's pedagogical programme (2008) prescribes that special pedagogical experts shall always be consulted. That is something new, and is not always easy to do in every case, but the forms and routines are being worked out. The experiences from Chalmers University of Technology among others can provide good ideas on how one's own institution can continue to work with these questions (see Alvegård 2000 and also *http://www.chalmers.se/sections/om_chalmers/verksamhetsdokument/*).

A few thoughts about the future

Of the three types of obstacle that Leif Lindberg has identified we have come up with suggestions for how one can deal with the first two, that is, those that have to with satisfactory documentation and the possibilities of doing an assessment. It can be noted that the model for portfolios of pedagogical competence applies the same approach that is used in professional quality assurance procedures: the important thing is not to ask *what* someone has done, but *how* one has achieved a certain outcome (see *www.siq.se* and Giertz, 2000). That it is possible to assess pedagogical competence in a reliable way has been shown in a pilot study that was carried out by the Council for the Renewal of Higher Education in 2004 (Giertz & Oldsjö 2005). The basic attitude and the criteria and indicators that were formulated in the Uppsala Model were used there.

The third category of obstacle – the one that has to do with attitudes – is more difficult to tackle directly. At the same time it is extremely important, since attitudes determine the extent to which one is inclined to invest in a particular area. It seems, however, that in general there is change of climate underway in higher education. In autumn of 2009 an internal pedagogical inspiration conference was held for the first time at Uppsala University. More than 200 teachers signed up for the conference and there were around 40 different presentations. The day was a success. Most of the teachers were extremely positive and appreciated the opportunity to exchange ideas and network. As one teacher expressed it: "This would not have been possible or even interesting 10 years ago, but today there is a completely different spirit. When I began teaching there were two teachers in my department who were actively interested in pedagogical development work and today at the conference there is a group of teachers from our department here and many of us are giving presentations." The positive spirit that was mentioned has become more and more distinct. Obviously support from directives and active work on all levels is still needed. It is also a question of working proactively and making the most of the possibilities that future

quality evaluations can mean and also to follow and monitor the consequences of the so called Autonomy Inquiry (SOU 2008:104, *Självständiga lärosäten*) for continued pedagogical development.

Cooperation on and between different levels is still going to be needed in the future and is a prerequisite for keeping pedagogical questions on the agenda and enabling continued development work.

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Appendix - Criteria for assessment of pedagogical competence

(From *Assessing Teaching Skills*, UPI, Uppsala University)

To what extent does the evidence show that the teacher has …

Criteria	Indicators
1. An attitude that furthers student learning	• Applies a well motivated teaching philosophy • Has a clear conception of the roles and responsibilities of the student and the teacher • Informs students about the reasons for his or her decisions on teaching • Strives for good contact with all students • Creates a good teaching climate • Informs himself/herself about students' previous knowledge and qualifications • Has students as the starting point when planning teaching • Helps students to develop good study habits • Stimulates students to be active learners • Listens to students
2. A scientific approach	• Planning teaching in accordance with what research has shown gives the best support to student learning • Linking teaching to present research findings within the subject area in question • Applying a reflective and critical attitude • Helping students develop a reflective attitude and critical thinking
3. Broad and appropriate subject knowledge	• Is competent within the subject area • Is continuously updating his or her knowledge • Seeks information about subject related research, e.g. via journals or by attending conferences
4. Knowledge about how students learn	• Has good knowledge about learning • Is familiar with and shows consideration for different learning styles • Is informed about didactic knowledge about student learning in the subject area he or she teaches • Is continually developing knowledge about the subject area in which he or she teaches
5. Knowledge about teaching	• Is familiar with the requirements and connected with different teaching methods • Has good knowledge of different parts of the teaching process • Has used different teaching methods • Is familiar with a variety of examination and assessment methods • Is continuously developing his or her knowledge by attending courses on teaching or pedagogical conferences

6. Knowledge about educational goals and the organisation	• Is aware of the general goals and regulations of higher education • Conducts his or her teaching within the stipulated framework • Is well acquainted with future working life demands, i.e. in vocational education • Has good curricular knowledge • Varies teaching methods and content according to available resources and the situation at hand • Discusses goals and the framework with students
7. A holistic view	• Informs himself/herself about other parts of the course or programme • Explains to the students how the course at hand relates to their education as a whole • Tries to attain coordination between different course sections and teachers • Adapts teaching to the existing framework
8. Applied teaching skills	• Masters different teaching methods • Varies methods according to student needs • Structures material in a way that it is beneficial to student learning • Provides clear information in good time • Gives prompt feedback • Provides an overview of course and class contents • Uses a variety of examination methods • Develops study guides or written teaching materials • Works well together with other teachers and personnel • The student results are good • Is appreciated as a teacher
9. Striving for continuous improvement	• Directs reflection and critical examination to his/her work • Puts course evaluations to meaningful use • Discusses his or her teaching with others • Develops courses and teaching • Engages in educational development • Takes teacher training courses • Writes about teaching in educational journals • Informs about teaching experiences at for example conferences
10. Leadership and organisational ability	• Accepts leadership and carrying out the adherent duties with good results • Promotes everyone's cooperation and participation • Strives for clear information and effective communication • Pedagogical development and discussions about teaching are stimulated • He or she is an appreciated leader of pedagogical activities

SOME THOUGHTS FROM A PEDAGOGICAL EXPERT

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We still have the situation within the academy where academic skills are given greater weight than pedagogical skills. This not only manifests itself when posts are being filled, but also influences the evaluation of the work of teachers who are already employed, such as when deciding salaries and possibilities for advancement. Even if the situation differs from institution to institution and in subject areas, there are few incentives in the system at the large universities for teachers to continuously give priority to pedagogical work during the course or their careers. In contrast to research, it is more important how much you teach rather than how well you teach. Quality and excellence are the main goals of the researcher.

From a historical perspective today's situation may seem strange, since the university's role has primarily been to conduct teaching (Boyer 1990, pl 1-13). Teaching rather than research was also the foundation of that which comprised academic competence (Rovio-Johansson & Tingbjörn 2001, chapter 2). Development during the latter half of the 1900s meant a dramatic increase in teaching, at the same time as research became more and more identified as the core activity of a university. The reforms in higher education since 1977 to a great degree have had to do with different ways of creating a balance between academic and pedagogical competence in the qualification requirements for employment as a teacher (Chapter 19 in SFS 1977:263, SFS 20011985:702 and SF 1990:745, and Chapter 4 in SFS 1993:100, SFS 1998:1003, SFS 2001:211 and SFS 2002:761). It is unclear whether or not the elucidation of both competencies in the framework for higher education has promoted the evaluation of pedagogical competence to the same degree in practice.

Academia moves slowly – which is both good and bad. Much of what was written in the "Linchpin" (SOU 1992:01) still applies today, despite the requirements since then for pedagogical competence and pedagogy for higher education. It is mainly on paper that reforms can be seen. Values, hierarchies and praxis still look about the same as before.[1]

Based on my experiences as an expert I am going to briefly take up some aspects that I consider to be central in assessing pedagogical competence. If pedagogical competence does not have the same legitimacy as academic competence, academia is never going to recognise both competencies as having the same value.[2] The purpose is to contribute to the discussion and if possible show that assessment of pedagogical competence as a basis for qualification can be done objectively and in a way that protects the legal rights of the individual.

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[1] Tydén 2004 p. 22 talks about a colossus rolling slowly: "But if the process does not continue there is a risk that today's more or less routine interpretation of the legal text, the uniform and the quatitative will be cemented."

[2] In the same way as the student's understanding of different examination forms influences their studies and learning. Mistrust of a certain form of examination for can for one or another reason result in superficial learning; see Struyven & Dochy & Janssens 2005.

Some fundamental concepts

Objectivity, reliability and validity

As an expert I make an assessment and not a measurement.[3] However, the same fundamental demands are made for an assessment as for a measurement: it should be objective, reliable and valid. I will describe here how I see these concepts and their significance for qualitative expert assessment.[4]

Since an expert assessment of other people's performance is always done by a subject, the question is whether or not an expert assessment can be unbiased. Yes, but what that means then is that the assessment is characterised by objectivity, impartiality and professionalism. It is consistent in its treatment of facts and methods and neutral in that it does not favour certain interests at the expense of others. Often it is more fitting to say that an assessment is objective, since it puts forward facts rather than values or feelings.[5] Objectivity always risks turning to quantitative instead of qualitative measurements. But aiming at the quantitative aspects of a teacher's pedagogical practice risks completely missing the goal of assessing the *demonstrated proficiency* that is to be assessed. Therefore in order to do an objective assessment of pedagogical competence, it is important to make the foundation the assessment clear, that is, the methods for the procedure and the criteria upon which they are based. The reliability of the assessment lies on it being carried out professionally rather than on a quantitative foundation.

Another concept that is often associated with assessment is intersubjectivity. That means that different assessors arrive at the same conclusion when assessing independently.[6] Objectivity, fairness and protecting the rights of the individual[7] become problematical if different assessors of the same material present different results. Studies of assessment of examinations give a rather gloomy picture of intersubjectivity (see for example Falchikov 2005 p. 34-35). The experiences of experts from appointment proceedings are not especially positive in that respect either. How often does it happen that different experts rank applicants differently? Do we even expect unanimity when several experts are involved?

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[3] Measuring is about describing relationships between empirical phenomena with the help of the relationships between numbers. The characteristics of an object or an element are expressed with a quantitative unit of measurement. Measuring in a strictly physical sense belongs neither to the assessment of scientific nor pedagogical competence.

[4] I am not going into a discussion about quantitative and qualitative methods or different schools of philosophy here. See Alvesson & Sköldberg 1994.

[5] Objectivity can lead thoughts to the truth and be connected to certain philosophical points of view rather than others.

[6] The degree of intersubjectivity can be measured. It is caller *inter-rater reliability* or *inter-rater agreement*. Different statistical methods can be used. Bad *inter-rater reliability* can be due to the criteria or the scale that is being used – or the assessors' lack of competence in that area.

[7] According to the Swedish National Agency for Higher Education's publication on examining students in such a way as to protect their rights, *Rättssäker examination* 2008, p. 13 (which cites Åke Frändberg) protecting the legal rights of the individual is "is predictability in legal matters" with the following three conditions: the regulations shall be clear and adequate, be published and applied loyally and correctly by the legal authority.

When measuring, high reliability means that the results are the same with repeated tests and independent of who administers the tests. With qualitative assessments one talks among other things about *reliability as stability*, *reliability as equivalence* and *reliability as internal consistency* (Falchikov 2005 p. 28-29). It is often easier to try to guarantee these three aspects in student examinations than in the case of an individual expert assessment. It is more about the expert being reliable as a result of his or her competence and methodology and being open about the basis of assessment work and its assumptions. The aspiration is that everyone is to be assessed in the same way and that the results of the assessment would be the same if the expert were to do the assessment again. Validity goes along with reliability and has to do with how correctly things are measured (hopefully, in a reliable way).

There are different methods for checking the reliability and the validity when measuring (see for example Ho Yu), but few of them are relevant or practicable in qualitative assessment work. Nevertheless these aspects are crucial for assessment of pedagogical competence to be credible. They serve as the mainstay for assessment work, but are nothing that can be tested in the same way that can be tested as when measuring. If, for instance, an institution lacks criteria for pedagogical assessment, it is unclear what is actually being assessed (low reliability and validity). Moreover, increased competence in writing portfolios of pedagogical competence means that an expert often has to assess material from different applicants that differs dramatically from each other. The qualitative elements that can be found in a well worked through portfolio can be entirely lacking in a traditional quantitative application where the emphasis is on the applicant's CV. Naturally, without basic qualitative material it is difficult to assess pedagogical competence (primarily a validity problem). Inversely it is not the teacher's ability to describe pedagogical competence that is to be stressed; instead it is *demonstrated* proficiency in the pedagogical practice. A well written portfolio can have little substance.

Assessment areas, criteria and indicators

An objective assessment has to be done based on clearly given criteria. But what do we really mean by criteria? According to the National Encyclopaedia a criterion is "a decisive feature; that with whose help one can decide if a certain condition has been met". I distinguish between three different constituents regarding "features": assessment areas, criteria, and indicators. With these three constituents I want to call attention to the advantages of having commonly formulated *standards*. There is no unequivocal border between the concepts: they overlap each other and it sometimes happens that they are treated as synonyms. The assessment areas, criteria and indicators have to work together and in a well-reasoned way emanate from a clear definition of pedagogical competence. Many institutions have important work in front of them.

Assessment areas

Assessment areas are parts of a competency that an assessor is to look at. For appointment as a teacher/researcher in higher education the basis for qualification is, for example, demonstrated scientific and pedagogical competence.[8] These two

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[8] In the Higher Education Act, 4 Chapter, 15 §: As grounds for assessment upon appointment of teachers the degree of proficiency shall apply that is a requirement for qualification for

aspects make up two different assessment areas (that competence within one area can be of importance in the other area is another issue). In the same way one can, within the area of pedagogical competence, in turn identify different assessment areas, for example the Uppsala Model's so called aspects (Giertz 2003 p. 94 ff.):

- attitude
- knowledge
- ability
- adaptability
- endurance
- continuous development

An assessment area indicates the object of the assessment, that is, what is the expert going to look at. It is neutral in so far as no special level of quality is specified. The problem of validity arises either if the assessment areas are irrelevant for the competency that being assessed or if the assessment - wholly of partially – is being done from other assessment areas than the stated ones.

Criteria
Criteria are an operationalisation of an assessment area and state what characterises it Criteria are a, as a rule qualitative, concretisation of the competencies that are to be assessed example of how an assessment area can be expressed. They are concrete but as a rule. Uppsala's criteria for pedagogical competence for the assessment areas mentioned above are:

1. an attitude that furthers student learning
2. a scientific approach and attitude to the teaching process
3. broad and appropriate subject knowledge
4. knowledge about how students in higher education learn
5. knowledge about educational goals and the organisation and the ability to take them into consideration when planning and teaching en helhetssyn på utbildning och undervisning
6. Awareness of goals and the framework and the ability to take that into consideration in planning and teaching.
7. a holistic view
8. the ability to combine and apply knowledge on subject content, learning, teaching and the framework, that is, demonstrating teaching skills
9. striving for continuous improvement
10. leadership and organisational ability
11. cooperation with others both within higher education and in the general public

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employment. In addition to that attention shall be paid to the degree of administrative and other proficiencies that are of importance taking into consideration the subject content and the tasks that the university has decided are included in the appointment. Moreover attention shall be paid to the degree of skill in developing and leading activities and personnel at the institution and the ability to cooperate with the surrounding community and to inform about research and development work. Upon appointment attention shall also be given to such objective grounds as are in agreement with the political goals regarding the general labour market, equality, social and employment. Upon appointment of research assistants special importance shall be given to scientific proficiency."

These criteria form the starting point of the expert assessment. If the assessment is to be valid, the criteria have to be relevant and cover the whole field of competencies (as laid out in the assessment areas).

Indicators
The indicators are examples of how a criterion can be expressed. They are concrete, but individually they are not enough to reflect the practice of a criterion. That an indicator has been fulfilled does not mean that the criterion has been fulfilled. Inversely, it is at least theoretically possible to fulfil a criterion without necessarily fulfilling any of the given indicators.

In the Uppsala Model the following indicators are given for criterion 1 above "An attitude that furthers student learning" (Giertz 2003 p. 98):

- applies a well motivated teaching philosophy
- has a clear conception of the roles and responsibilities of the student and the teacher
- informs students about the reasons for his or her decisions on teaching
- strives for good contact with all students
- creates a good teaching climate
- informs himself/herself about students' previous knowledge and qualifications
- has students as the starting point when planning teaching
- helps students to develop good study habits
- stimulates students to be active learners
- listens to students

The indicators serve primarily as examples for assessors and teachers. They can both emphasise the core of a criterion and provide peripheral aspects that otherwise risk being missed. Credibility is increased if the criteria can be operationalised by several indicators, as assessiblity becomes clearer.

But which level of quality should we be striving for?
In the Higher Education Act (3 Chapter) and the Higher Education Ordinance (4 Chapter, 5-9 §§) the assessment areas of scientific and pedagogical competence are given. However there is no information about the level of quality that should be aimed at within these assessment areas.[9] Therefore, for reliable assessment of pedagogical competence at an institution, there ought to be a clearly formulated definition of pedagogical competence, clearly stated criteria and, preferably, suggested indicators.[10] Most institutions lack these today. But maybe we ought to try

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[9] In the Higher Education Ordinance, 4 Chapter, 15 § "degree of proficiency" is mentioned (see previous footnote) but not the degree or the level of quality. In the study for SOU: 2001 p. 218

[10] Uppsala's definition reads "the ability and the will to regularly choose and apply the attitude and the knowledge and the skill that best promote the learning of the teacher's students. That shall happen in accordance with the goals that apply and within the existing framework and presupposes continous professional development of the teacher's competence and instructional design." (Giertz 2003 p. 94).

to take yet another step forward in our attempt to create a clear framework for assessing pedagogical competence. Even if the criteria are as a rule qualitative and sometimes in a reasonably comprehensible way put forward the quality levels that are required, it is interesting to compare them with the discussion on *standards* when it comes to examination. The term is equivalent to the Swedish word standard in the sense "a stipulated level of quality". Sadler 2005 p. 189 gives the definition:

> *"A definite level of excellence or attainment, or a definite degree of any quality viewed as a prescribed object of endeavour or as the recognized measure of what is adequate for some purpose, so established by authority, custom, or consensus"*

Sadler discusses *standards* in connection with goal-related assessment.[11] There it is central that there are qualitative thresholds from which assessment is done and that the quality levels for those thresholds are communicated and common in the milieu where they are being used. The tool for attaining that is above all having written grading criteria, but also providing different types of *examplars*.[12] In that way intersubjectivity is promoted between assessors like the dialogue between teachers and students.[13]

Standards as a concept is also well known through ENQA's "Standards and Guidelines for Quality Assurance in the European Higher Education Area", where *standards* provide *"basic good practice"* for the quality system (and *guidelines* come close to what we call indicators here). This document has had great influence on the work regarding Bologna in Sweden, both locally at the institutions and centrally at the Ministry of Education and at the National Agency for Higher Education.

Many people consider clearly defined quality levels both regarding examination and quality assurance to be natural. When it is a question of pedagogical competence there are few institutions that have taken such initiatives. One could argue that such formulations of academic competence are lacking; but there is completely different framework for quality assurance on different levels for that, for example, the doctor of philosophy degree, the peer review process, the submission of articles for editing before publication, assessment groups and panels on research councils etc. Many would probably also claim that – in contrast to the situation for pedagogical competence – there is a long and within the system widely spread experience of assessment of scientific proficiency and along with that well established tacit knowledge within the subject disciplines.[14]

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[11] Sadler (2005) talks about the difference between on one side *"Norm-referenced grading"* and on the other side absolute *"criterion-referenced grading"*. The latter can also be goal related (*"standards-referenced grading"*). Stockholm Universitet has introduced a seven degree goal-related grading scale following the *standards* model.

[12] *Examplars* according to Sadler 2005 p. 192: *"Exemplars are key examples of products or processes chosen so as to be typical of designated levels of quality or competence"*. For the difficulty in formulating clear and comprehensive *standards*, see Sadler 2009.

[13] See also e.g. Price 2005.

[14] For the term *tacit knowledge* see El Gaidi 2007.

The requirement for participation on courses in pedagogy for higher education that was initiated in 2002 (SFS 2002:761) has meant that units for pedagogy for higher education have been built up at most of the institutions. The state provided funding for and at the same time financed a special project at Lund University, the Pilot Project, for the purpose of defining national goal for pedagogical training for higher education (Lörstad et al. 2005). These goals were then adopted by SUHF as national recommendations (SUHF 2005). In the project report the changes in higher education and the competencies a teacher needs were discussed. The focus, however, was on what a teacher needs to practice within the framework of a course, not the quality level that the teacher needs to have for their work as a teacher.[15]

It would hardly be in line with the traditions in Swedish higher education to try to stipulate quality levels for the pedagogical competence requirement. Ideas about "good teaching" and pedagogical competence differ between different subjects and probably between institutions of different character.[16] Finding a balance between the general and subject specific is a challenge, just as it is in courses in pedagogy for higher education.. The remarkable thing is that an active discussion on criteria and quality levels is lacking at many institutions. As an expert one can be put in the strange situation of assessing an applicant for an appointment at an institution without an established framework from which to do an assessment.. The credibility of such an assessment process (in terms of reliability and validity) risks being low.

Quantitative and qualitative qualifications

A completely different side of assessment work is the material that one has to work with as an expert. Today there are completely different ways to present pedagogical competences, where a more traditional CV still exists along side the growing portfolio model. Unfortunately these two models are equivalent to the difference between quantitative and qualitative material. The national development towards qualification portfolios gives the applicant considerably better opportunities to describe their competence in a way that says something about the quality of their own pedagogical practice. The institutions that do not impose or recommend qualifications portfolios as a form, now often have introduced qualitative elements in their reporting of qualifications.[17]

When it is a question of pedagogical competence one usually talks about how the applicant has to be able to provide *what* they have done, *how* they have done it, *why* they have done it and which *results* it has given (see i.e. Apelgren & Giertz 2001 p. 104 ff.). In that, there are also certain natural connections between quantity and quality. Good quality requires a certain quantity (although a great quantity does not mean good quality). A teacher who has not taught at all or only very little can hardly be assessed as having great pedagogical competence, just as little as a researcher who has never published can be assessed as having great scientific proficiency. Theoretical knowledge is indeed important but in itself it is insufficient, in the same

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[15] See Robson 2006 for a description of similar initatives in Great Britain.

[16] See Skelton 2005 Chapter 5 for a historical description of the view of the importance of the subject specific.

[17] See i.e., in Swedish, *Mall för ansökan om anställning som lärare vid Stockholms universitet. Gäller även ansökan om befordran.*

way that practice without a theoretical foundation is not enough. There also has to be enough breath of experiences according to the principle that having ten different courses instead of the same course ten times is more developing. The teacher ought to have tried different teaching and examination forms and even had held courses on different levels. It is however not the quantity and the breath in themselves that is decisive; instead it is the quality of the teaching. Therefore the teacher needs to show how he/she was thinking during the planning, carrying out and evaluating of the teaching, their theoretical basis when it applies to teaching and learning, their ability to reflect on their practice and develop it, their ability to cooperate with colleagues, communicate with and support students etc.

The portfolio method means that one over time collects qualifications and reflects on their teaching and development. The material in a portfolio that is to be used upon application for employment or promotion has to be chosen carefully. It is a question of reflecting one's teaching though examples. There are many instructions for writing portfolios (see i.e. Apelgren & Giertz 2001, Ryegård 2008) and courses at many institutions.[18]

From 2004–2005 a project was carried out for the purpose of studying the assessibility of pedagogical competences portfolios (Giertz & Oldsjö 2005). Each of eleven portfolios were assessed by two pedagogical experts with different experience. The assessment was aimed at expressing the degree to which the portfolio was formed to permit a qualitative assessment of the teacher's pedagogical competence (it was not a question of assessing the teacher's pedagogical competence itself). The conclusions from the project provide good support for the suitability of the portfolio as a form for reporting pedagogical competences. The experts thought that the portfolios gave a much better basis for assessing pedagogical competence than the material they usually found in appointment or promotion cases. An even more important result was the high reliability that prevailed in the assessments. Of the eleven portfolios there was only one that the a question the assessors came to partially different conclusions in their independent assessments. The reliability was, in other words, high.

The portfolios generally gave a good picture not only of *what* the teacher had done but also *how* and *why*. The information that was the most difficult to document was the *result*. Which results a teacher achieves are naturally a central aspect for assessment of the degree of pedagogical competence. But what do we really mean by results?

Results ultimately are an attempt to show that the teaching one has done works well. In the concept of pedagogical competence lies among other things the ability to promote student learning and conduct teaching based on the goals, framework and available resources (see Uppsala's criteria pp. 39-40). A lot of teachers struggle trying to find a suitable way to use course evaluations in their portfolios. Referring to the responses of individual students does not provide an expert with reliable

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[18] The pilot project at Mälardalens University has meant that a course in writing pedagogical qualifications portfolios is now required to be able to apply for placement in the pedagogical career path. Through that a homogenous form for reporting pedagogical qualification was created which facilitated assessment work considerably (Ryegård 2008).

information. It is a question of showing how one works with course evaluations as an instrument in one's own quality assurance work. The connection between the students' views and the results they achieve on examinations are important. In that lies attempting to link together examination results, student completion, and the responses in course evaluations. The main purpose is to try to show the results of pedagogical development work that the teacher is doing. Teachers that always use the same forms of teaching, examination and evaluation are naturally going to have difficulty in showing results in that regard.

The official report of a department head or a director of studies can also give a picture of a teacher's results. A teacher's ability to cooperate with other teachers and with students can also be clarified there. The importance of objective certificates can not be stressed enough (see Giertz 2003 p.109–126).

Formulating expected student outcomes for a course and examining the results is difficult. Teaching continues outside the educational environment and does not stop when a course ends. Discussing one's own teaching in a nuanced way is therefore difficult. It is, however, important to strive in that direction. A teacher can not be assessed as pedagogically proficient just because he/she teaches, nor for their ambitions and thoughts – however well grounded they are theoretically. It is a teacher's demonstrated pedagogical skill that the expert assesses. In that we find ourselves in the tension between theory and practice.

Teaching skill and the Scholarship of leaching and learning

Pedagogical competence comprises several different competencies a teacher needs to have (see i.e. the criteria on pp. 39-40). Carolin Kreber makes the distinction between different levels of quality in her division into "*teaching excellence*", "*teaching expertise*" and "*scholarship of teaching*" (Kreber 2002). Simplified we can talk about "teaching skills" as a lower level and "*scholarship of teaching and learning*" as a higher level.[19] Somewhere in that spectrum lies a reasonable requirement level for pedagogical competence.

Teaching skill

Teaching is a complex practice where the number of factors that can influence results is limitless and difficult to grasp. The teacher's task of promoting student learning is especially difficult. According to the traditional view pedagogical competence is primarily a question of practice "in the classroom". A teacher who is a skilful teacher is a teacher who through their knowledge, their methods, their actions, their ability to communicate etc. gets teaching situation to function and creates conditions for learning. The focus is on pedagogical practice and the competencies that are directly related to it.

The problem with this view is that it does not also include a scientific attitude towards teaching and learning. The teacher's ability lies primarily in a scientifically based subject competence and the practical teaching skills that he/she has acquired and

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[19] See Ryegård 2008 s. 25–27. The longer term "*scholarship of teaching and learning*", SoTL, is most common today (Kreber 2006). There is no established Swedish translation.

continued to develop. Deficient knowledge of learning theory, pedagogy for higher education research into teaching and tried experiences means that the teacher does not have a real scientific foundation for pedagogical development work. The frame of reference risks being limited to the teacher's own experiences and the traditions of the institution. Often there is also not enough knowledge about rules and regulations and structured work with the curriculum.

There are also more nuanced attempts at emphasising the importance of teaching competence. Khalid El Gaidi stresses teacher's work as a professional knowledge built on experiential knowledge:

"The teacher's professional knowledge is practical knowledge. No matter how much is written about theoretical knowledge, there will always remain a great deal that we still wonder about. It is a question of people with preconceptions of the world, hopes and fears drowned in a thousand-year-old tradition of ambiguous terminology mixed with an understanding and prejudice and a whole range of possibilities for interpretation for each action.

It is through reflection on concrete and common experiences that the necessary knowledge is developed. That which characterises such knowledge is that it, unlike scientific knowledge, does not allow itself to be described verbally, but nevertheless can be understood clearly in action." (El Gaidi 2007 p. 24)

There is no antagonism between El Gaidi's perspective and the requirement of a theoretical foundation[20]. The ability to reflect critically and put one's own pedagogical practice into words is something that unites them.

Scholarship of teaching and learning

At least the concept *scholarship of teaching and learning* appears often in pedagogy for higher education and courses in pedagogy for higher education. It was minted by Ernest Boyer in 1990 and since then it has been central in the discussion about pedagogical competence. During the same period there has been a strong trend in increased efforts to professionalise pedagogical development work and the different central forms that support it.[21] The purpose is to carry out pedagogical activities in the

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[20] El Gaidi 2007 p. 78: "In the meeting with higher education's theoretical traditions the teacher's professional knowledge has been eroded and finally nearly emptied of its practical content. The logic of practice shows itself many times to be completely different than that of theory. The formalisation has for a long period of time gone in a direction that distances itself more and more from practical knowledge. Those who stand for practical knowledge are as good as completely left out of participating in knowledge building on their own terms. Research on the other hand is done primarily by people who wholly lack practical experience of teaching.

[21] I am thinking primarily about courses givning qualification in pedagogy in higher education, national initiatives via Swednet for accrediting and evaluating pedagogical development units, courses for pedagogical developers, efforts towards creating possibilites for publishing in Sweden in order to disseminate research and development work on pedagogy for higher education.

same spirit as scientific activities. The requirements of having a foundation based on theory and research, methodological awareness and a critical approach are stressed. Carolin Kreber gives a good picture of the idea of *scholarship*:

> *"[…] I suggest that the scholarship of teaching and learning involve (1) careful consideration of educational goals and purposes suitable for addressing the various political, social, cultural, environmental and economic challenges of our times, (2) understanding how students learn and develop toward these and other academic goals, and (3) identifying ways to best facilitate this learning and developmental process.*
>
> *I further contend that the notion of the scholarship of teaching and learning implies that we approach our teaching practice with the same sense of scepticism that guides our research. As researchers, we habitually provide arguments or reasons for our assertions. Depending on our discipline or subject area, we engage in the process of hypothesis testing, interpretation or critical analysis routinely. Moreover, we recognize that it is important to share with colleagues the evidence we generated for our point of view and invite them to follow, and possibly critique, our lines of argumentation. It has been proposed that we engage in similar processes with respect to our teaching; however, traditional ways of sharing such as conference papers and journal publications are but two of several possibilities."*
> Kreber 2006 p. 90.

Compared with Great Britain Sweden is several years behind in development. The dismantling of the central support for pedagogical development that the Council for Renewal in Higher Education and NSHU were responsible for has not made the situation better. In spite of that there is now development towards finding forms for promoting a teacher's *scholarship of teaching and learning*. This development will probably also improve the possibilities for experts to do reliable assessments. We can expect greater competence among the experts and that teachers ought to be better at integrating theory and practice when reporting their qualifications. A result of the idea of scholarship ought to be also that teachers have better documentation of their pedagogical development work.

Some final reflections

A teacher's pedagogical work has been given a more prominent place through the requirement for pedagogical competence and training in pedagogy for higher education for appointment as a teacher in higher education. The assessment of pedagogical competence has gradually been professionalised the last 30 years. Several institutions have worked out a definition of and criteria for pedagogical competence, and regularly turn to special pedagogical experts in cases of appointment or promotion.

At the same time there is a lot of evidence that pedagogical competence in practice is not valued as highly as scientific proficiency. For a teacher at a university it is not

wise from a career point of view to put too much time into their teaching, at least not if it takes time from research. I have seen development in recent years towards *scholarship of teaching and learning* as an effective way to bridge the gap between research and teaching and through different means better integrate different competencies within both assessment areas.

We need to be alert so that different measures that are taken to increase the value of pedagogical work do not counteract such an integration. I am thinking of measures that appoint special pedagogical experts or that introduce special pedagogical career paths. It is important that such initiatives are not in conflict with the idea of *scholarship.*

It says clearly that meeting the requirement of teaching skills is not enough for assessing a teacher as pedagogically competent. It requires knowledge and learning theory, research into pedagogy for higher education and tested experience in order to have an adequate scientific foundation upon which to develop one's teaching.

The integration of theory and practice is something that is remarkable about the field of higher education. Pedagogical competence is a practice that rests on a theoretical foundation. The way we test pedagogical competence today is dominated by written material. Qualifications portfolios function as a method for teachers to report their pedagogical competences through them allowing time for reflection on practice and the possibility to weave together attitude, the carrying out of teaching and results. In a portfolio of pedagogical competence we can read a teacher's ability to plan teaching and their ability to develop. A lot of work remains, however, before this method will have full impact and teachers in a competent way can work with the form.

The greatest area for development probably does not lie in work with the portfolio of qualifications. As an expert it is difficult to take a stand on certain important perspectives simply from written material. What can we really say about a teacher's ability to create a productive learning climate in a seminary room after reading? How can he/she with different small means promote communication and create conditions for true dialogue with and between students? What power relations exist de facto in the teaching situation? A studied eye can find traces of this in, for example, course evaluations; but it is seldom that an expert gets – or even for that matter wants – course evaluations from a teacher's collected teaching.

I would like to beat the drum for getting assessment into the seminar room. Maybe in the future we will be able to find a more professional way to test such things that are included in teaching competence? Maybe we can create forms that are more like recruitment procedures in other sectors where different competencies are tested, not just in writing, but also as practical tests? Maybe more time can be put into, for example, observation than in reading formless compilations of qualifications, waiting for the official reports of experts and administrating appeals?

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PEDAGOGICAL COMPETENCE – EXPERIENCES FROM AN INSTITUTION IN THE PROCESS OF BEING MERGED

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Background

On 1 January 2010 Kalmar University and Växjö University will cease to exist and instead the doors of Linnaeus University, which is a result of a merger between these two institutions, will open. Linnaeus University is the result of the desire of the leadership of the institutions to increase the quality, the appeal, and the potential for development of the courses and research. In addition to that, the ambition is to play a prominent role in cooperation with the surrounding community and to be an international university that stresses curiosity, new thinking, and usefulness with the focus on nearness to the students, the world and the future.

According to Linnaeus University's strategy document for 2010-2015 the university shall offer an attractive knowledge environment of high quality and a level of competence that is competitive. The university shall be characterised by teaching of the highest quality and among its strategies it states specifically that Linnaeus University shall work to increase the value of pedagogical development work as a qualification (*Linnaeus University – A journey into the Future. Strategy 2010-2015*, in Swedish). It is with that vision in mind that Kalmar University's work with questions of relevance to the project "Strategic Development of Pedagogical competence" is described in this chapter. I have chosen to illustrate among other things a few of the aspects that have to do with the organisation of work regarding professional development of pedagogical competence, pedagogical competence as a factor for quality, and questions that have to do with the assessment of pedagogical competence.

Work regarding the merger of Kalmar University and Växjö University began formally in November 2007 with strong political support from the government. At the time of the writing of this chapter there are still many unanswered questions when it comes to how pedagogical competence shall be dealt with at Linnaeus University. Experiences and insights from Kalmar University's participation in the project "Strategic Development of Pedagogical competence" have been integrated into the work of the merger and in that way the project has been of great importance for Sweden's newest university.

Support for continuing pedagogical development – then and now

The decision to merge Kalmar University and Växjö University was preceded by a strategic alliance – *Akademi Sydost* – where Blekinge Institute of Technology was also included. However, within several professional development areas – including

different aspects of pedagogy for higher education and development of academic leadership – close cooperation between these three institutions in the southeast has been going on for a long time. Comprehensive training of research supervisors has been carried out in cooperation with the three institutions since 2005 and the common programme for leadership development has been going on since 2004. There have also been pedagogical seminars together and cooperation on courses that give qualification in pedagogy for higher education. Nevertheless Växjö University, Kalmar University and Blekinge Institute of Technology have had different ways of organising and structuring work regarding continuous professional development of pedagogy for higher education.

At Kalmar University – unlike many other Swedish institutions – there has not been a unit dedicated only to questions concerning pedagogy for higher education. Work has instead been organised in the form of a network where actors from different parts of the university have cooperated under the leadership of a coordinator under the personnel manager and pro-vice-chancellor. This is the result of a conscious choice inspired by theories about learning organisations (Dalin 1997, Gerber & Lankshear 2000) and from analyses of experiences from other institutions. The ambition has been that work should be process-oriented in a way that integrates competence development of pedagogy for higher education with the pedagogical development taking place at the institutions.

One risk that we identified with dedicated units is that they can come to be relatively isolated from the rest of the activities of the university in a way that creates "drain pipes" that do not promote learning across institutions or in the university as a whole. The idea of having a network organisation was to avoid that and not least of all to promote cooperation between the administrative functions (for example, the Personnel Department, the Education and Research Department, the Section for Flexible Learning) and actors at the institutions (for example, teachers of pedagogy for higher education, teachers of didactics for natural sciences, department heads and so on).

The model that was developed at Kalmar University has been possible thanks to the University's limited size of just over 800 employees, about half of whom are teaching personnel. Another structural factor that has influenced the form of the organisation of the work with pedagogical competence development at Kalmar University has been the ambition to keep the number of independent units to a minimum considering the limited resources that have been available.

It will probably not be possible for this organisation form to endure at Linnaeus University that will have 2000 employees. Växjö University took the tradition of a University Pedagogical Centre (UPC) with it into the work regarding the merger that, after a period of project organisation and external evaluation, became a permanent and independent unit under the vice-chancellor.

Hypothetically there are several alternatives for how the activities for pedagogy for higher education could be organised at Linnaeus University. Since questions concerning pedagogy for higher education are considered to be a quality issue, the faculty boards are going to have the main responsibility for the area and it is a

question of finding a suitable organisation form that makes it possible to use resources effectively. In connection with the merger decision-makers have looked at several different solutions adopted by institutions around the country. There are advantages and disadvantages to different organisation forms and there are also different preferences based on different notions about theories of knowledge, learning and organisational theory.

There is a common view held by Kalmar University and Växjö University that a unit dedicated to work regarding pedagogy for higher education is probably the organisation form best suited to the purpose. However, important key questions arise such as where shall the unit be placed organisationally, how extentsive shall the unit's tasks be, how are the activities to be steered and financed, and who shall be connected to the unit. Discussions about how support for the development of pedagogical competence is to be organised at Linnaeus University have brought to the fore questions that have to do with, for example, what is meant by pedagogical competence, which points of connection are there with other areas such as the career plans of the teachers, teachers' digital competence and so on.

At the time of writing, the decision about how the support for the development of pedagogical competence was going to be organised at Linnaeus University had not yet been made, but it is important to make use of all of the good experiences from both Kalmar University and Växjö University to create an organisation suited to the task that will continue to conserve a holistic view and that contributes to the work of attaining the university's strategic goals.

Activities concerning development of pedagogical competence

Competence development in pedagogy for higher education is now offered at all Swedish universities and colleges and the activities in that context make up an important part of the work of promoting pedagogical competence. Described below are the competence development activities that have been carried at Kalmar University and Växjö University. This chapter ends with the reasoning behind pedagogical competence development at Linnaeus University.

Kalmar University offered its teachers competence development in pedagogy for higher education as early as the 1990s, long before the Swedish Riksdag adopted the government proposition requiring training in pedagogy for higher education (Prop. 2001/02:15, SOU 2001:13). The work, however, was first systematised in 1998 when a coordinator of competence development work was appointed at the university. That was also when the guidelines for pedagogical competence began to take form.

The coordinator of competence development is part of a special function within the personnel department where the activities go under the name of KUL-KUTA (an acronym of the Swedish words for competence development of teachers and competence development of technical/administrative personnel). The coordinator of KUL-KUTA has functioned as the centre of a network with several actors in the university and has cooperated closely with, for example, the faculty boards or the equivalent, the department heads, the Education and Research Department, the IT

Section, the International Office, the Student Centre and others. The dialogue with the representatives for the student organisation and the research students' association has also been important for the activities of KUL-KUTA.

Courses at an advanced level that provide university credits have been offered regularly by subject-specialists in different areas of higher education. KUL-KUTA has been responsible for spreading information about the courses and course enrolment and for coordination with the department heads when it is a question of which teachers shall be given priority to courses. The courses have been designed in blocks of 7.5 credits where a block has been an introduction to pedagogy for higher education and the remaining blocks have focussed on different areas within the area of pedagogy for higher education such as ICT in higher education, gender in higher education and teaching in English. The question of pedagogical competence recurs in several of the courses and the participants on the introduction course get to become familiar with the portfolio of pedagogical competences.

Within the framework of KUL-KUTA there are other types of activities for developing pedagogy for higher education such as seminars/workshops, individual coaching, funding of participation in pedagogical conferences and so on. The goals of several of these activities have been to introduce an attitude toward issues having to do with pedagogy for higher education that is research-based and to promote a professionalisation of the role of the university teacher.

The coordinator of KUL-KUTA has been responsible for preparing diverse matters that have to do with pedagogical competence such as which supervisors shall take the course in supervising doctoral students that is arranged by the university (the decision is taken by the boards) and whom is to be nominated as a candidate for the *Excellence in Teaching Programme* that is arranged by the Foundation for the Internationalisation of Higher Education (the decision is taken by the vice-chancellor). Through monitoring events in the world and needs analysis the KUL-KUTA coordinator has also supported the department heads and the boards in planning pedagogical development at Kalmar University.

At the same time as the structure described above has been experienced within the organisation as willing to develop, near, and forward looking; its vulnerability and its dependence on individuals are serious disadvantages. On several occasions Kalmar University's way of working has also resulted in overloading and delays in realising different plans. On the other hand, the fact that competence development for higher education is coordinated by a function in the personnel department has not been experienced as problematical. While specialists are responsible for the content of competence development, the personnel department supports the work in different ways by creating the necessary conditions for continuous competence development among teaching personnel and for systematic work for rewarding pedagogical competence. Another aspect that has been experienced as advantageous is that questions concerning pedagogy for higher education have been dealt with together with questions concerning leadership development so that the question of pedagogical leadership has been brought forward in several contexts, something that several experts find beneficial to the activities (Ramsden 1998).

Växjö University

In Växjö the University Pedagogical Centre has been responsible for and arranged courses that provide qualifications in pedagogy for higher education for the university's teachers. The activities are research-based and quality-assured through the high level of scientific proficiency that exists at the University's Pedagogical Centre. Växjö University early on adopted the goals and criteria that had been set up by Sweden' Association of Universities and Colleges for a course that provides qualification; however, in addition to the fifteen-credit course, the University's Pedagogical Centre is responsible for developing several other professional development activities for the university's teachers. The University's Pedagogical Centre is also responsible for producing the university's pedagogical programme and coordinating its launch and implementation.

At Växjö University research in the field of pedagogy for higher education is being done at the University Pedagogical Centre. The research that is being done has been the subject of discussions especially in connection with the merger and the reasoning about pedagogical development work at Linnaeus University. My view is that research in the area of pedagogy for higher education is of great importance for the activities that are being carried out for competence development. I consider that the same principle that applies to the integration of teaching and research in different disciplines in the departments ought to apply to pedagogy for higher education regardless of who is responsible for the measures taken for competence development.

Växjö University's Pedagogical Centre has had a clear function in relation to the faculty when it comes to the assessment of pedagogical competence in connection with employment or promotion. This has been partially due to the fact that the head of the University Pedagogical Centre has a great deal of experience in the area and is considered to be one of Sweden's experts when it comes to questions having to do with pedagogical competence and assessment of pedagogical competence (Lindberg 1997; Lindberg 2009).

At Växjö University – as with Kalmar University – the mandate concerning pedagogy for higher education has also included training supervisors, research students/PhD candidates and department heads. The University Pedagogical Centre has in that way been responsible for the university's participation in cooperation with Kalmar University and Blekinge Institute of Technology regarding the course for supervisors and the leadership programme.

Linnaeus University

Irrespective of how work with issues dealing with pedagogy for higher education is going to be organised at Linnaeus University there is a consensus that the university shall offer an academic course that gives qualification in accordance with the goals and criteria set up by the Swedish Association of Universities and Colleges (SUHF 2005). In addition to the 15-credit course that provides qualification, Linnaeus University is going to offer teachers several other forms of continuous professional development within the field of pedagogy for higher education in order to live up to the university's strategies and goals. If the leadership of Linnaeus University wants to assure pedagogy of the highest quality, work ought to be organised and structured in a visionary way with suitable resources available.

Since the Agency for Networks and Cooperation in Higher Education closed down in December 2008, the responsibility for supporting and promoting pedagogical development has been turned over to the respective institutions. There is a risk that the lack of national coordination shall lead to pedagogical development work not getting enough space or the resources that they ought to get. Consequently, in order to counteract the reduction in pedagogical development at Swedish universities and colleges, the question of pedagogical competence, career development for university teachers and the value of teaching as a qualification have to be brought up in different contexts.

Pedagogical competence– two simple words or a complex pair of words?

The Higher Education Ordinance requires that teachers are able to demonstrate pedagogical competence for employment as a university teacher (4 Chapter *HF*, SFS 1993). It is however up the each institution to judge whether or not that requirement has been met in connection with cases of employment or promotion.

In conversations I have had for the purpose of understanding how pedagogical competence can be built up at Kalmar University many teachers and department heads have talked about how they are concerned about pedagogical questions and that they are endeavouring to increase pedagogical competence and proficiency. Many are struggling with different pedagogical challenges and are trying to find solutions and innovative ways to deal with different teaching situations. But conversations and encountering questions about pedagogy for higher education seem to have a relatively low priority in practice compared to other questions when it comes to practical action. Unfortunately pedagogical competence is neither an important part nor a decisive factor for academic careers at most Swedish institutions.

Maybe that is due to the fact that pedagogical competence is understood to be a concept that is difficult to grasp? The concept is not found in the Swedish Agency for Higher Education's evaluations and quality audits. In 2007 the agency introduced an award for outstanding educational environments. In the description of the guidelines regarding the quality aspects one can find formulations similar to those we have used to define pedagogical competence, but the Swedish Agency for Higher Education does not itself use that concept. In the Agency's proposal for a new system for evaluating courses that comes into effect in 2010, pedagogical competence is not mentioned (the Swedish Agency for Higher Education 2009). According to the proposal evaluations shall be constructed with three quality level indicators: *learning goals and examination, learning outcomes* and *the students' experiences and influence*. It is possible that behind these indicators there is the basic assumption that pedagogical competence is a fundamental precondition that is valued indirectly when the results of the students are measured.

Definition and description of pedagogical competence

At the beginning of the project "Strategic Development of Pedagogical competence" there was the vision of reaching a common view of the notion of pedagogical competence. During the course of the project it became apparent that even if pedagogical competence is defined with different words at different institutions there

is a basic understanding that is shared by everyone, namely that pedagogical competence comprises much more than teaching skills, which is also evident in Olsson's model (Antman & Olsson 2007). The participants in the project have united on the understanding that pedagogical competence can be assessed – presupposing the existence of a suitable foundation for such an assessment. That is why it is important that a definition of pedagogical competence is followed by a description or instructions on which type of documentation is expected.

In connection with the discussions that have taken place at Kalmar University about pedagogical competence – for example, within the framework of the courses on pedagogy for higher education – the model for Lund University's Faculty of Engineering (Antman & Olsson, ibid) has been used in combination with the formulations from Uppsala University (Giertz 2003) and the definition that has been developed in the Mälardalen University project regarding the Pedagogical Career Ladder (Ryegård 2008). This material was also used in connection with the inspiration day that was held in November 2008 at Kalmar University within the framework of the project "Strategic Development of Pedagogical competence". The experiences from the discussions that took place on such occasions show that teachers become very involved when they get a chance to reflect over their roles and discuss with colleagues what pedagogical competence means to them. Something that perhaps was an unreflected matter of course or a problematic dilemma for individual teachers becomes a source of dynamic pedagogical development. Teachers who previously only focused on the didactical aspects of teaching become aware of a greater context and many more factors that influence student learning. My experience is that new and important insights, "aha experiences" and curiosity to continue developing one's profession are usually the result of conversations that focus on pedagogical competence among teachers in higher education.

There has however been a shortage of forums and platforms for continued discussions about the concept of pedagogical competence and its implications for the activities at Kalmar University. That is often due to a lack of time – teachers have heavily loaded schedules and it is difficult for them not to give priority to teaching to the benefit of pedagogical discussions. The boards, the department heads, senior officers and other people in leadership positions have also had difficulties finding time for discussions about pedagogical competence and its relationship to their tasks as leaders. Undoubtedly, the conversation on the subject takes place in different more or less formal contexts, but there has not been a systematic way to work with these issues.

Teaching excellence

Internationally *teaching excellence* is often used to describe what we call pedagogical competence (Skelton 2007, Dunkin 1995, Kreber 2002). I have sometimes met scepticism about using the word excellence in pedagogical contexts in Sweden. In my opinion that is unfortunate because the word implies aiming at lofty goals and high quality.

There are however examples of how the idea of pedagogical excellence has taken root in Sweden and how different forms for rewarding such quality have been developed and applied at a number of Swedish institutions. An inspiring example is the Pedagogical Academy at Lund University's Faculty of Engineering where teachers

who are accepted obtain the pedagogical competency grade of *Excellent Teaching Practitioner* (ETP) and an immediate salary increase. In addition, the institutions where these teachers work obtain an increased allocation of funds (Olsson & Roxå 2008). The authors think that a clear connection between the teachers' award and the quality of the study results can be ascertained.

It remains to be seen if Linnaeus University is going to adopt or develop some form of pedagogical distinction for teachers who distinguish themselves pedagogically, but most critical in my opinion is that work to increase knowledge about the importance of pedagogical competence and its significance in higher education in Sweden is intensified.

Assessment of pedagogical competence

For systematic and goal-oriented work with the development of pedagogical competence it is not enough to simply agree on a definition. It also requires that criteria and indicators are established and communicated. Giertz (2003) suggests three separate parts in a complete description of the foundation for assessment of pedagogical competence, see page 27 in this report.

An assumption that was confirmed during the project "Strategic Development of Pedagogical competence" and that is shared by Kalmar University is that pedagogical competence ought to be judged qualitatively rather than quantitatively. It is indeed valuable to have access to quantitative information about a teacher's experience and qualifications from teaching, planning, and cooperation. Such compilations however do not say much about the quality of an activity which ought to be the goal for examining and assessing in connection with, for example, employment, promotion and/or awards.

Questions that have been in focus at Kalmar University primarily have to do with how assessment of pedagogical competence ought to be dealt with from a structural perspective. For example, the question of utilization of special experts for assessment of pedagogical competence has come up on several occasions. The prevailing view has resulted in a formulation that stipulates that pedagogical expert help should be called in when it is considered appropriate.

How pedagogical competence shall be dealt with at Linnaeus University is still not established, but the questions are being dealt with by different groups working with the merger in different contexts, for example, in connection with the formulation of the appointments procedure, the establishment of routines and work forms in connection with recruitment, and so on. In this context the content and the results of the project "Strategic Development of Pedagogical competence" and the work done in the project "Pedagogical Career Ladder" at Mälardalen University (Ryegård 2008) are going to be extremely useful.

Material for assessment of pedagogical competence

There are a number of important factors that are required in order to assure the quality of assessments of pedagogical competence. It is not enough, in a job advertisement, to ask applicants to send an account of their pedagogical competences. As Lindberg

points out there also have to be clear and useful instructions for both applicants and experts (Lindberg 2009). It also ought to be clear which criteria and indicators will be used in connection with assessments. In connection with compiling the appointments procedure for Linnaeus University a lot of care was taken in formulating such instructions and finding suitable routines for assessment of pedagogical competence for recruitment and promotion processes.

The pedagogical qualifications portfolio – a tool well-suited to its purpose

A tool that is used more and more frequently for compiling material to be used for the assessment of pedagogical competence is the pedagogical competences portfolio (Apelgren & Giertz 2001, Winka 2009). One way to promote the use of pedagogical competences portfolios at Kalmar University has been its inclusion as part of the examination on the introduction courses in pedagogy for higher education, where course participants have to begin putting together their pedagogical competences portfolios. Above all, the participants get to begin formulating their basic pedagogical outlook and they get suggestions on how that part can be supplemented with verification that supports the assertions made in the description of their pedagogical outlook.

The pedagogical competences portfolio was a theme that was treated at the inspiration day that took place in Kalmar in November 2008 in the project "Strategic Pedagogical Development". In September a workshop was held at Kalmar University on pedagogical competences portfolios led by a pedagogical consultant from Umeå University. This was a concrete result of the cooperation that had been established in the project "Strategic Pedagogical Development".

Pedagogical awards - a measure of pedagogical competence?

The students' union at Kalmar University gives an award every year to one of the university's teachers who has been elected by the students. The existence of this award is a sign that the students want good teachers to be recognised and rewarded. There are, however, differing opinions on whether the award rewards pedagogical competence or other qualities of the award winner. There are institutions where the pedagogical award is given out annually by the senior officials of the institution. Neither Kalmar University nor Växjö University has such an award and it is uncertain if the idea of such an award is going to meet with interest at Linnaeus University.

Assessment of pedagogical respective academic competence

Unfortunately in connection with recruitment cases the process regarding assessment of pedagogical competence is still deficient since the focus is mainly on the assessment of academic proficiency. That is a phenomenon that Kalmar University shares with many other institutions, including Växjö University (Broberg & Sandstedt 2004). Discussions with teachers at Kalmar University show that there are different interpretations of the Higher Education Ordinance's texts (SFS no. 1993:100, 4 chapter) where it is established that "Just as much care shall be given to the assessment of pedagogical competence as to the assessment of academic proficiency." That in turn makes sharing a common outlook and introducing general routines more difficult. None the less it is likely that the requirement from the student

organisations, in combination with the government's actions and socio-economic considerations, will create a need for profiling and increased competitiveness. High quality in recruitment and promotion work is doubtless going to be a survival factor in the higher education sector. Linnaeus University's pedagogical responsibility is one of the themes that are included in the leadership development programme that is planned for all of the senior officers and leadership at Linnaeus University. It is planned that the question of assessment of pedagogical competence will be brought up in that section.

The tension between research and courses is nothing new in the world of higher education and it is still difficult for many to recognise that teaching is just as demanding as intellectual research work (Huber 2004). Getting qualification in academia is based primarily scientific grounds and it sometimes seems that the prestige gap between research and teaching continues to increase rather than to decrease. The system for allocation of funds, ways to promotion, and the institutional structure can be formed in a way that more or less promotes integration between research and education. One of the goals in the draft of Linnaeus University's strategy document is about an integrated education and research environment in cooperation with the surrounding community *Linnaeus University – A Journey to the Future. Strategy 2010-2015,* in Swedish*)*. In the same document it states that at Linnaeus University a balance between education and research shall prevail. Achieving this requires partly a changed view of teaching. Assessment of pedagogical competences and requiring pedagogical competence does not need to be at the expense of the value of academic qualifications and academic proficiency, instead I think that they shall complement and support each other.

Competence development concerning the assessment of pedagogical competence

While the coordinator of continuous professional development a Kalmar University primarily focusses on the perspective of developing competence, the question of pedagogical competence is an extremely important aspect of the university's maintenance of competence in general. It has therefore been important to increase the awareness of and the insight into the importance of pedagogical competence among both department heads and members of the boards and among others who participate in recruitment and promotion matters. There is also a marked need for continuous competence development among these groups when it comes to the assessment of pedagogical competence. These needs have been among of the driving forces behind Kalmar University's participation in the project "Strategic Development of Pedagogical competence". At Kalmar University certain efforts have been made to develop the competence of members of boards and recruitment groups when it comes to the assessment of pedagogical competence. This has been prioritised, but the extent of the efforts has been limited, above all because of a shortage of time and competition with other prioritised questions. Nevertheless the personnel department and the university's quality council have acted in different ways to raise awareness of the importance of qualitative assessment of pedagogical competence in different contexts.

In connection with the work concerning the merger the question of competence development in assessment of pedagogical competence has been taken up. Different efforts have been planned so that the concerned actors at Linnaeus University shall gain competence in that context.

In the project "Strategic Development of Pedagogical competence" contact has been established with Sweden's Association of Student Unions (SFS) and representatives from the project have participated in a seminar for SFS's representatives for the purpose of increasing their knowledge and awareness of pedagogical competence. The student union at Kalmar University has been offered a similar seminar locally. A similar initiative will probably take place at Linnaeus University in cooperation with the student unions at both the Kalmar campus and the Växjö campus.

Pedagogical competence – a quality factor

Pedagogical development work at university can be compared to the body's need of oxygen – a vital process for the institution's quality development and vitality. In November 2006 a Quality and Development Council was started at Kalmar University, with the overall responsibility for methodical quality work in the university. The chairman of the Quality and Development Council is the pro-vice-chancellor and the members are representatives of boards and from different parts of the university's. There are also student and doctoral student representatives and an external member. Connected to the Quality Council there are a number of reference groups and one of these is the reference group for pedagogical development. This is a clear sign that the university leadership considers pedagogical development to be a quality factor. Through the initiation of a formal reference group with a sanctioned mandate, the work with pedagogical development – including questions about describing, assessing, and rewarding pedagogical competence – can win ground at the university.

In the reference group for pedagogical development there are representatives from all of the instances where there is pedagogical work in the university, namely all of the departments and the university library, the Section for Flexible Learning and the IT Section. The chairman of the reference group is chairman of the Board for Teacher Education and Educational Science which also gives the group legitimacy and credibility in the organisation. The coordinator for the competence development activities at the university assists the chairman as administrator of the reference group. In connection with the initiation of the reference group for pedagogical development the chairman and the administrator made a series of visits to all of the department heads for a dialogue about the reference group's mandate, expectations of the activities, and the institutions' needs regarding support for the continued work with pedagogical development. These conversations contributed to establishing the reference group for pedagogical development and at the same time provided material for planning the work of the reference group.

The reference group has met a couple of times per term and it has functioned as a hub for the work with questions about pedagogy for higher education at the university and as a platform and "clearing house" for exchange of information, experiences, and viewpoints – all for the purpose of promoting the development of pedagogy for

higher education and the professionalising of the teachers' work. The reference group for pedagogical development has among other things been the referral body for work in formulating Linnaeus University's strategy document. In that context it could be seen that there was a great commitment to pedagogical issues at the university and a genuine desire to create a learning organisation.

The student union – at both Kalmar and on a national level – often demands increased competence development for teachers when it is a question of pedagogy for higher education and the arguments are based on the connection between pedagogical competence and quality factors.

Rewarding pedagogical competence

Kalmar University has not had any sort of career ladder or qualifications staircase for teachers. Neither has there been a pronounced policy for rewarding pedagogical competence. There happens to be, however, a certain coupling between pedagogical performance and salaries. Participation in the pilot project at Mälardalen University has resulted in an increased interest in the question of how to reward pedagogical competence in different circles at Kalmar University. Whether Linnaeus University is going to choose to apply some sort of reward for pedagogical competence is still uncertain. It is possible that Linnaeus University's strategies and goals and work in striving for good educational environments in the long run are going to promote the idea of a career ladder. The examples and experiences from Mälardalen University, Uppsala University and Lund University's Faculty of Engineering are highly relevant in this context.

Final comments

It has taken a long time and required a great deal of patience, courage and stubbornness to establish an attitude that promotes continuous development of pedagogical competence at Kalmar University. Gustafsson et al. (2006) paints a picture of the work of the university teacher of the future where describing, assessing and rewarding pedagogical competence will have increased importance. The future brings with it both challenges and possibilities and it is my hope that Linnaeus University shall choose good solutions to the challenges and good conditions for making good use of the possibilities. As a foundation for the work that Linnaeus University has before it when it comes to issues concerning pedagogy for higher education the establishment of working methods and an attitude are considered to be of great importance according to *Scholarship of Teaching and Learning.* "Strategic Pedagogical Development" has meant a deeper understanding of the *Scholarship of Teaching and Learning* which will certainly favour the continued work at Linnaeus University.

Kalmar University takes with it the following experiences into continued work with strategic development of pedagogical competence:

- To promote the continuous development of quality and achieve change questions regarding pedagogy for higher education ought to get the attention of the senior officers.

- Commitment and interest for continuous development of their profession that is found among the teachers ought to be made use of to a greater degree and be met with appropriate resources for that purpose.
- The university's needs a set of clearly formulated and communicated concepts and a systematic way of working with pedagogical competence.
- The handling of questions concerning the development of pedagogical competence ought to be characterised by a holistic view that integrates several perspectives such as that of teachers, students, administration and research results in the area.
- Keeping up to date with developments in the rest of the world and an analysis of their consequences for higher education in Sweden and cooperation and networking are important ingredients in the strategic work in the development of pedagogical competence.
- The value of pedagogical work as a qualification in higher education needs to be raised and a system/tool needs to be implemented for both the description of pedagogical competence and the rewarding of pedagogical competence.

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PEDAGOGICAL COMPETENCE IN WORD AND DEED
About documenting, assessing and rewarding pedagogical competence

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Working with pedagogical competence and pedagogical competence requires that the institution has a clear vision of student learning and an idea about how this can be achieved. Through such work the institution expresses the results that one wants to see. It puts the teacher and pedagogical competence in focus where an incentive is different forms of reward. What pedagogical competence is and how it can be assessed is crucial.

Our experiences are from two institutions – Mid Sweden University and Dalarna University – with different organisations and different conditions for pedagogical work. Common to the two institutions is that neither of them has made a decision on a model for how pedagogical competence shall take place of how assessment of pedagogical competence shall/ ought to be take place or how the assessment of pedagogical competence ought to be done based on research in pedagogy for higher education and knowledge. We have chosen to work together and our ambition is to try to find some common denominator based on the question: What is it that hinders and what it that promotes strategic pedagogical work when it is a question of pedagogical competence and its assessment.

In this chapter we describe and reflect on the work of pedagogical competence and proficiency at the two institutions. The description is done from our perspectives, well aware that the questions we work with can be seen in another way from different points of view. It can be a question of definition of the phenomenon, where we both accept the definition that those of us in the NSHU project have formulated, a definition based on a scientific approach and learning theories. We both have had the task of working with pedagogical questions and assisting teachers at our institutions. Both of us have participated in the NSHU project and also initiating discussions on these issues at our own institutions.

The present situation

At both of our institutions a common decision is still lacking at the respective institutions for the assessment of pedagogical competence such as a model for the documentation of qualifications. At both institutions we are searching for a discussion and a problematisation of pedagogical competence. Such a discussion would put focus on criteria connected both to the individual's pedagogical idea and the definition that was formulated within the NSHU project. Thinkable reasons can be that people do not experience it as necessary, since there are already ambitious policy documents at the faculties/boards and employment procedures that stress pedagogical competence as desired experiences and qualifications however mainly expressed in quantitative terms. These have been worked out previously and are applied now when

employing new teachers. One can think that that the question of pedagogical competence has already been dealt with.

At Mid Sweden University

At Mid Sweden University work has been carried out for the purpose of preparing cases and giving a basis for discussion about how pedagogical competence and qualification can be handled internally. Under the leadership of the Forum for Pedagogy in Higher Education and Flexible Learning eight teachers, appointed by their respective faculties, have written their qualifications portfolios. The project ran during 2006-2007 in the form or workshops and discussions and a run-through of the portfolios and qualifications of the different participants. During the work the criteria have been discussed continuously and applied. The starting point was the "list" of desired experiences and qualifications at the faculties that are applied today when employing teachers. The result of the project actualised questions having to do with the concretisation of the criteria and the possibility of describing and assessing a progression in pedagogical competence. The teachers who participated in the project profited greatly. They had learned to "see" and value the competence they have, and they had practised reflecting on their knowledge and practice and they had got a feeling for their profession. Some thought that the identity of their identity as teachers had been developed. No external assessment of the portfolios has been done. The initiative to the project had been taken by the Forum, but the faculty/board financed the participation of the teachers.

Several seminars have been offered at Mid Sweden University. The level of participation has been low. Three seminars have been arranged on portfolios of pedagogical competences, one on the professionalism of the teacher, a pedagogical day on the pedagogical competence of the teacher. The faculties/boards have been invited to participate in the three seminars arranged by the NSHU project. The pro-vice-chancellor participated in one seminar and a representative from the Teacher Education Board on all three seminars. In addition the leadership on different levels was informed on several occasions. A positive interest in continued work was expressed both by the seminar participants and the leadership of the university and the departments. At Mid Sweden University an "inspiration day" offered by the project has not taken place, since the leadership itself wanted to have more information, before such a dag was arranged. It has been difficult to schedule an occasion for such information.

Pedagogical competence is assessed when employing and promoting teachers according to the criteria that are provided in the employment procedure (2006) and in the documents specific to the faculties. The majority of the criteria is quantitative and expresses abilities and experiences. The Forum for Pedagogy for Higher Education and Flexible Learning has not participated in the discussions about pedagogical competence or with its assessment.

At Dalarna University

The portfolio of pedagogical competences, the criteria for pedagogical competence and pedagogical development projects are subjects that have been discussed by many teachers at Dalarna University, but primarily within the university's quality council. These discussions have, however, often ended up just being discussions. The

inspiration day with the theme *Pedagogical competence – a quality factor in the university of the future* arranged as part of the NSHU project attracted twenty-five teachers and representatives from the boards, councils and personnel department. The day was experienced as very fruitful and a couple of members of the Academic Appointments Board immediately accepted the responsibility for the necessary task of working out the quality criteria for assessment of pedagogical competence. The board had more and more often begun to ask itself fundamental questions such as:

- Is the level of quality of pedagogical competence high enough to appoint/promote the person in question?
- How can we find out about it?
- How the shall pedagogical competences be assessed and against what?

The inspiration day contributed in such a way that the board started to deal with the problems that had been experienced.

After a few weeks the Quality Council, which has the overall responsibility for quality issues, took the initiative for a meeting and invited the Academic Appointments Board to discussions. The result of the discussions was that the council and the board wanted a document that was to be based on a compilation of the material that had been treated at the inspiration day. With that as a starting point, the work to develop criteria for assessment of pedagogical competence at the university could go forward. The Quality Council wanted to prioritise the work of creating a pedagogical programme for Dalarna University based on these during the coming year.

Up to now, however, the discussions concerning pedagogical competences and assessment of pedagogical competence have not resulted in a formalised document. Directives and quality criteria that could serve as a guide upon assessment of pedagogical competence are still lacking. The heads of the university's academic departments have nevertheless recently begun to discuss the question of how pedagogical competences can be systematised in a more adequate way than what is done today. In their planning lies a proposal about investigating how and if the portfolio of pedagogical competence (Apelgren & Giertz, 2001, Giertz 2003) could be a way forward. The quality council's ambition is to work out a pedagogical programme that shall provide the direction for all of the university's courses and teaching that has been wanted by a number of teachers, has still not begun to take form. Instead there is a general document that describes a vision. That document has been discussed by the leadership of the university and teachers in several rounds and is constantly being further developed. The last reworking has just been made ready for teachers to read and discuss. Trying to create a possible career path for teachers who do not want to get a doctorate degree in their subjects but who do want to broaden their knowledge of pedagogical questions has also been discussed, but it is still early on regarding this question.

Policy documents and development work

Work with pedagogical competence and qualifications are a part of pedagogical development work. To try to understand why it has not been possible to make

decisions with the starting point from knowledge of pedagogy for higher education and research, we have to go back to the respective institutions. Below we describe the institutions expressed desire and ambition based on policy documents. Then we will try to describe the conditions under which pedagogical development work takes place at the respective institutions. Is there, for example, congruence between the ambitions expressed in the policy documents and the conditions that are offered for pedagogical development work? We want to clarify the conditions for development work for pedagogy for higher education to see in which context work with pedagogical competence and qualification take place.

The ambitions of Mid Sweden University

Mid Sweden University has had a clear ambition when it comes to pedagogical competence and qualification of teachers. It is expressed in *The Plan for Development of Mid Sweden University 2004-2008*. A vision was painted – Mid Sweden University in 10 years (p. 5):

The courses are characterised by pedagogical awareness, nearness and flexible forms of teaching. Interest in pedagogy and the ability to support student learning is valued at Mid Sweden University.
- Mid Sweden University's teachers are both scientifically and pedagogically schooled and work actively with pedagogical development.

Among the strategic competencies it is formulated that Mid Sweden University in 2008 shall have (p. 7)
- A greater number of teachers with high pedagogical competence
- An established model and criteria for the teachers' portfolio of qualifications.

Regarding pedagogical awareness (p. 8): Mid Sweden University in 2008
- Recognises, in determining salaries, teachers who make pedagogical progress,
- Has a resource centre for learning, a physical and virtual meeting place for pedagogical development and information and communication technology for students, teachers, and colleagues,
- Offers training in searching for information and handling information with the goal of reaching of both students and teachers.

Mid Sweden University's Course Strategy
The overall plans were clarified on 26 February 2007 in *Mid Sweden University's Course Strategy (diary MIUN 2005/1597).* There it was stated that distance education and flexible learning are part of the university's profile. When it comes to the teachers' competence one can read on page 11 "An important part of the work to raise pedagogical competence is to develop the teacher's qualifications portfolio for use in promotion and upon determining salaries." The document contains concrete measures and strategies. A strategy for developing pedagogy and forms for examination was

mentioned among other things "Develop and take a decision about a strategy for pedagogical development and qualification" (p. 14), a measure that has also been allotted special funds.

Pedagogical development plan for Mid Sweden University, November, 2008
In accordance with the Course Strategy the vice-chancellor gave the head of the Forum for Pedagogy for Higher Education and Flexible Learning the task of working out *the background material for strategic pedagogical development at Mid Sweden University*. The material was presented in spring 2007. The material was worked on by a working group appointed by the faculties and the boards who produced a *Pedagogical Development Plan for Mid Sweden University*. The plan was accepted by the vice-chancellor on 11 November *2007 (diary MIUN 2007/1404)*. The plan is clear when it comes to pedagogical competence and the portfolio of pedagogical competences. The responsibility for the instructions for the portfolio of pedagogical competences with the appointments procedure has been given to the Forum for Pedagogy in Higher Education and Flexible Learning. The responsibility for coordinating the documentation with the employment procedures has been given to the faculties/boards and the responsibility for determining salaries in relation to qualifications has been given to the institutions.

Funds were allocated in accordance with the university board's decision in the education strategy for the implementation of the pedagogical plan. The special funds that were allocated for "pedagogical development and qualification" were never separated out. A group with representative from the faculties and boards worked out a proposal for dividing the money. The first proposal was to invest in the portfolio of pedagogical competences for teachers. This was turned down by the chairpersons of the faculties and boards with the motivation that they needed more information before work with the teachers started. The final proposal for the implementation of the pedagogical plan that was taken during the autumn of 2008 came to focus primarily on learning environments and study support for the students and not on the teachers' pedagogical competence and qualifications.

Pedagogical competence at Mid Sweden University
According to the rules and regulations pedagogical competence is assessed based on criteria formulated by the institutions. At Mid Sweden University these have been worked out in the faculties/boards. They are expressed in *Mid-Sweden's Appointments Procedure 2006-12-11*, but also in faculty specific documents. There is a conscious recruitment policy in the Appointments Procedure and this is expressed in the following way:

> *The goal of the university's recruitment policy is that all of the appointees shall be qualified. The persons who are employed shall, in addition to fulfilling the formal requirement for qualification, be proficient teachers, have potential for development, and feel responsibilty and commitment for their work.*

Three different aspects of pedagogical competence are assessed. The applicant is urged to give a personal account describing and giving documentation for assessment of their pedagogical experience, their ability to fulfil the pedagogical role and their

capacity for renewal. The criteria are exemplified, for example, when it is a question of the ability to fulfil the pedagogical role:

The applicant ought to through a personal account exemplify how the pedagogical role is fulfilled. The pedagogical role can be described through, for example:

- Pedagogical awards and certification, for example course evaluations, and examples of work with different pedagogical methods
- The ability to relate research information and subjects of general interest to students and the public for example, through arranging seminars and symposia
- Participation in teaching exchanges and/or participation as a guest lecturer at Swedish or foreign universities.
- Teaching foreign students at Swedish universities or colleges.

The work behind the appointments procedure and the faculty specific documents that describe pedagogical competence has been ambitious and thorough. The criteria express abilities and experiences that to a great extent can be quantified. They can be supplemented with the assessment of, for example, trial lectures. The criteria lack a connection to the university's own pedagogical idea about flexible learning and distance education's need of special solutions. There is no problematising and student learning is not mentioned. Knowledge about pedagogical issues or attitudes toward pedagogical models are not mentioned either. Nothing is said about the progression of pedagogical competence. When experts are appointed one has to be assured that there is competence in assessing pedagogical competence within the expert group (p.11-12).

The way Mid Sweden University works
The policy documents are unanimous. The teachers' competence development, pedagogical competence and qualifications, and the portfolio of pedagogical competences reappear again and again as a red thread in the policy document mentioned above. The "young, dynamic university" wants a high level of pedagogical awareness and recognises its dependence on skilful teachers. Early on the university had a pronounced pedagogical idea. The idea has to do with flexible learning and flexible environments and is built upon the great number of distance and net-based courses that Mid Sweden University has. In the policy document there is a clear belief that competent teachers are an important part of the desired success. The question of qualification's role in enabling teachers to develop proficiency recurs often. The criteria shall be established as well as a model for the portfolio of pedagogical competences. The connection between pedagogical competence, qualifications and salaries is to be stressed.

Who is to do it?
In 2002 the Forum for Pedagogy for Higher Education and Flexible Learning (Forum) was formed with the main task of giving teachers technical and pedagogical support and for representing the university in contact with Net University. The Forum which was organised within the university administration was to have a manager with pedagogical competence and be headed by a board where all of the institutions were represented. The first manager was employed in 2005. The same year the Forum's

board was discontinued, which has meant that the Forum lacked a place to discuss its work and to report to. That resulted in the isolation of the Forum. For several years the Forum was obliged to ask for an audience in different decision making bodies. After the discontinuation of the board the question of the placement of the Forum in the organisation was discussed on several occasions and investigated without a decision ever being made. Several organisational alternatives have been discussed each of which had possibilities – a common faculty office, directly under the Teacher Education Board, within the Department of Educational Sciences or at the Library. The arguments that were discussed had to do with nearness to pedagogical competence, decisions concerning educational matters, different interested parties. The tasks of the Forum have been discussed again and again and there have been many opinions.

It is in the work within the faculties/boards that strategic pedagogical development work has taken place, not in the Forum. It is there that pedagogical competence and criteria have been worked out. Whether that means that experience from teaching has been used or pedagogical research is not clear. Is the proposal which is soon going to be made about the Forum's commission and organisation going to mean separating the Forum from the faculties? Is that going to encourage coordination and cooperation? Is that going to separate out scientifically based knowledge of pedagogical questions or has a model been chosen where the teacher's experiences and abilities are enough? It is going to secure that pedagogical competence has a place in strategic work?

Has the question of pedagogical competence and qualification been settled?
A new development plan for Mid Sweden University was passed in 2009 (Mid Sweden University's Development Plan 2009-2012, Diary MIUN 2008/820). The new plan does not mention anything about teacher competence, pedagogical competence or qualifications. In this version pedagogical questions are only mentioned casually and then often with a reference to pedagogical ideas concerning flexible learning, flexible learning environments and distance education. Neither is Origo, the learning centre at each campus that Forum is building up and that is going to provide the students with unique support and help in successful studies, mentioned.

This is what Dalarna University would like

It is clear from *Dalarna* University's policy document *Policy and Strategy for Systematic Quality Development*, that there is a desire to put the university's task regarding knowledge building and learning in focus. As the world changes new demands are made on the pedagogical competence of the teachers. One can read the following

> *…The teachers' knowledge and conditions for participating in pedagogical development are of great importance to the future of the university …*
> *…Pedagogical practice, interaction with teaching, cooperation between teachers and pedagogical development shall to a greater extent be documented, analysed and accounted for publicly.…*

This policy offers many possibilities for the university's teachers both for participating in courses and for raising pedagogical questions such as running pedagogical development projects. Since the document has not been made concrete by, for example, action plans, the courses mentioned and discussions have not yet become a recurring and systematic input in the everyday life of the university. One can say that there is a gap between the vision and reality. There is, for example, no formalised general and obvious arena where only pedagogical questions can be taken up and discussed by teachers, such as a pedagogical café. On the other hand there are lively discussions taking place within many subject groups that in many cases lead to development within the respective subjects. The result is seldom spread to others which means that it is not clear how good examples stimulate further development. Pedagogically proficient teachers are not brought forward in the same way as academically proficient. Neither has the university developed a common view of what a pedagogical programme, pedagogical competences, and pedagogical competence are. The concepts have not been discussed or problematised so that they are understood by all.

This is the way Dalarna University works
The preconditions for running pedagogical development projects can be found in resource allocation and organisational solutions. How resources are divided shows how things are prioritised. What resources have been set aside for development of pedagogy for higher education? Can strategic work with pedagogical competence and qualification be covered with the resources that have been provieded? At Dalarna University one of several support functions within the Education and Research Office (UFK) is an area called *pedagogical development*. For these functions the University has according to the office's activities plan for the budget year 2010 allocated 14 positions of which pedagogy for higher education has been allotted to 0.3 position, a resource that has been the same for the last five years. In the job description for the 0.3 post it says that the resource shall be used primarily for developing teaching of the 15-credit course in pedagogy for higher education that qualifies teachers for university teaching. Development and thoughts regarding documentation of pedagogical competences and criteria for the assessment of pedagogical competence were not included. The remaining resources in the office are divided among full-time posts according to the following: 1 administrative director, 7.5 for strategic planning, follow up and support of the boards, 0.6 for research coordination, 4.5 for programme steering and 0.8 for programme development. It should be possible to divide the competencies in the office between the different functions, something that presupposes that the competencies are interchangeable or unimportant. *Development of pedagogy for higher education* shall in that way share the "attention" and resources with several other positions in the development project, among others the university has invested a great amount of resources in developing ICT for the new generation's learning through so called web-based environments, which has contributed to Dalarna University being at the cutting edge in that area nationally as well as internationally. ICT (information and communication technology) is today a separate unit with its own budget, completely separate from the library, which is considered to be a successful solution by both parties since these two activities do not according to themselves have anything in common. When ICT was under the Education and Research Office there were 5-6 full-time employees for different projects.

One conclusion that can be drawn from this then is that it has not been possible to prioritise pedagogical development, at least not when it is a question of the phenomenon pedagogical competence and its assessment, due to resource reasons. It has also been seen that resource allotment to ICT has been given higher priority. Mastering digital tools is a necessary, but not at all a sufficient part of pedagogical competence.

In the university's striving to retain students it is of great importance to examine and analyse key factors such as the teachers' pedagogical training, their pedagogical competence, but also the content of the pedagogical discussions. These factors, like the connection between them, can be of crucial importance for the students' success in their studies and satisfaction with the teaching. Communicating about pedagogical training and pedagogical competence ought to be a matter of utmost importance for teachers, students and the institution.

Awareness of the development of pedagogy for higher education was raised late at Dalarna University. Other institutions started as early as 1977 and appointed pedagogical consultants to have access competence internally. In the activity plan for the Education and Research Office for 2010 it was pointed out, however, that there is a great need to strengthen and put pedagogical development into a wider perspective, beyond higher education, and therefore the office intends to increase the resources for internal consultation on different pedagogical issues, beyond ICT pedagogy. One suggestion is to recruit a qualified *development leader for pedagogical questions.* Most universities already have such a position or sub-department and the 30% of a post that Dalarna University has for the time being –that in general is only enough time for responsibility for the range of courses and carrying out and developing courses in pedagogy for higher education – not nearly enough for the time needed to develop an extensive introductory course. Such an investment could provide time for the questions of pedagogical competence and assessment of pedagogical competence at Dalarna University. At an average-sized university such as Dalarna University, it is the undergraduate courses that bring in an income. Research does not offer the same possibility for income as it does at larger universities so discussions about pedagogical competence should therefore have a good chance to "take root" if only the right preconditions are provided, among other things clear pedagogical leadership is needed which is lacking today. In addition to that, the policy and strategy regarding pedagogical development that can be found in the central documents need to be concretised in goals and some form of action plan. The unions have pointed out the necessity of pedagogical development and the proficiency of the teachers in today's and tomorrow's universities/colleges. In the magazine of the Swedish University Teachers Association (SULF) no. 17/08 it was claimed that teaching has to be profitable and that teaching and pedagogical work had to be given higher status, or rather that teaching and research have to be given the same status. Therefore one of the conclusions in their *Pedagogical Programme* when it is a question of university/college teachers' pedagogical development says

> *To be able to provide higher education of high quality requires that the government allots considerably increased resources and that the institutions in their internal allotment of resources observe the need of resources for training in pedagogy for higher education, development and research.*

To raise the issue of a teacher's pedagogical development and qualification it can be added that the SULF association at Dalarna University has invited teachers and students to a panel discussion in the middle of October 2009, where these issues shall be discussed based on SULF's pedagogical programme

Pedagogical qualification and competence
In Dalarna University's instructions for promotion and appointments (DUC/2006/897/10) it says under 2.3, the third point, Basis for Assessment

> *Pedagogical competence*
> *Documentation of the teacher's own pedagogical training. Proven proficiency, for example, through course evaluations, certificates and course production, supervision of doctoral students and examination work. Pedagogical and popular scientific work, five works chosen by the applicant for closer examination, the rest of the work only regarding number, type and direction.*

Under point 3.2.6 the following is said regarding pedagogical competence

> *Certificates regarding pedagogical competences shall be written according to the template fwww.du.se/pedagogiskameriter. The five pedagogical or non-academic works the applicant wants to refer to shall be sent in three (four) copies each.*

A lecturer who does not fulfil the qualification requirement can however also apply for promotion according to the Higher Education Ordinance, 4 chapter 13§ second paragraph.

> *A lecturer who is permanently employed can be promoted to lecturer even if the requirements for qualification are not fulfilled. This applies, however, only if the lecturer has demonstrated special pedagogical competence in developing and leading activities and personnel at the university or shown special ability in cooperating with the surrounding community.*

From the instructions it is clear that special proficiency has to be documented in such a way that the grounds for assessment can be considered accessible to the public. Competence has to be demonstrated in such quantitative forms that make it possible to assess whether the quality is "normal" or "special". Competence shall be generally recognised. In the text it is also stated that *special pedagogical competence* requires considerably greater pedagogical competence than the requirement for qualification as lecturer. It has to have been demonstrated through, for example, production of teaching material that can be used at several more institutions than the teacher's own and have worked out and renewed educational forms and examination forms. Development work can according to the document even be intended for crucial efforts for the advancement of new combinations of subjects or new directions for existing courses important for the university's competence.

The academic appointments board after a suggestion from a representative of a subject appoints two special members and at least one external expert who assesses qualifications.

An applicant for the position of lecturer, senior lecturer, research assistant or professor shall report their *pedagogical competence*s in the following way:

- The teacher's own view of teaching, pedagogy, and the future of teaching
- Pedagogical competence based on the opinions and evaluation of others
- Pedagogical experience; level, breadth, length and depth
- Administrative pedagogical assignments
- Pedagogical training
- Other courses/experiences of importance
- Other assignments of importance (consultant, expert project leader, member of the Research Council etc.)

From word to deed – are the prerequisites there?

When it comes to policy documents and the task of the senior officers to the organisation there are clear ambitions regarding pedagogical competence and pedagogical documentation. In practice these have not been realised. For the senior officers' ambitions to become a reality there are, in our opinion, certain necessary conditions. The following discussion has taken place between the authors, but also at their respective institutions (at Mid Sweden University with the head of the LUN Office and at Dalarna University with the previous department head).

Is the work needed?

As we have shown earlier there are today criteria for pedagogical competence, expressed in appointments procedure at the respective institutions. We have questioned these criteria, since they are not connected to student learning and are not based on the institutions' pedagogical idea. We lack instructions for how assessments shall be carried out and we lack a relationship to general pedagogical knowledge. This could mean difficulties when assessing and above all when assessing the progression of a teacher's competence. A certain amount of concern has been expressed that continued work with pedagogical competence and qualification would mean extensive additional work for teachers whose work situation is already today very heavy. Concern has also been expressed that the teaching career path and the research career path would compete with each other and that research would fall by the wayside. Not creating a teaching career path makes assessment easier and does not require a progression in pedagogical competence.

Qualitative criteria and a lowest level is necessary

Both Mid Sweden University and Dalarna University have had instructions on how assessment and applications shall be handled, and included in these are also the grounds for assessment for the applicant. What is lacking are pronounced qualitative criteria for the aspects that are relevant when assessing pedagogical competence. In addition to that a kind of norm/standard is lacking or a quality requirement towards which the assessment results can be put and which can answer the question *Are the*

teacher's qualifications enough for the teacher to allow for promotion/an offer of permanent employment? If clear criteria and a standard level could be worked out, a lot would be gained. The credibility and the status of the assessment would with all probability increase when one can establish what pedagogical competence is. From research in pedagogy for higher education we know rather well what distinguishes a pedagogically proficient teacher and we would be able to grasp these (Giertz, 2003). The academic appointments board at Dalarna University has recently initiated a process in just that direction.

Among the questions they want to raise are
- How can we adapt existing instruments for pedagogical competence to Dalarnas teaching portfolio?
- Where shall the bar lie for pedagogical competence in assessment of qualifications?
- Who shall assess the portfolio of pedagogical competences?

Teaching cultures have to be discussed

Teaching structures are strong and look different in different subjects/academies. That can be a partially explained by the relative lack of interest in pedagogical development and qualification. Pedagogical development and qualification perhaps is not experienced as a common overall issue in higher education, but instead is seen more as a private concern. Questions and work tasks that lie nearer to one's own direct teaching are given higher priority. Research shows also that some teachers identify to a greater extent with their profession (economist, lawyer, engineer, computer technician) than with being a teacher in the respective professions which is something that is discussed in Baum & Kahn (2004). On page 187 they write

> *…., development is an odd kind of profession, in that is not a primary profession. It is not even a secondary profession. It is, the authors' suggest, a tertiary profession.*

In connection with the course in pedagogy for higher education at Dalarna University it has, for example, been seen that teachers with that outlook give priority to subject knowledge and broadening subject knowledge over broadening pedagogical competence. For these pedagogical competence is analogous to a skilful way of bringing the subject to the students, that is, of the didactic questions *what, why* and *how*, the only question that is left is the question *how* which becomes central. To further emphasise their profession, they introduce themselves as "a chemist who works at the university". Generally it can be observed that for many teachers teaching is completely unproblematic. One does as one has been taught or as one has always done – it works and the students are happy.

Teaching and research have to have the same status

Anna Hedin (2006) begins chapter 8 of her book *Learning at a High Level* with the words

> *Teaching can be just as important as research. With good teaching one can interest and capture good researchers-to-be. All education in higher education shall be connected to research.*

One conclusion that can be drawn from this is that teaching and research can enrich each other and that these are to a great degree dependent on each other. The American researcher Ernest Boyer (1990) is one of those who has argued that the traditional and often routine division between teaching and research does not equal the complexity and the diversity of the teaching profession in higher education. His suggestion is to describe the working tasks in the form of four "scholarships" that focus on different professional aspects. These different scholarships that are often mentioned in the higher education debate are

- **Discovery** – generating new knowledge through research
- **Integration** – interpreting, providing new aspects of and relating existing knowledge in different ways
- **Application** – contributing theoretical aspects to practical activities
- **Teaching** – mediating knowledge and support learning and understanding

Boyer emphasises that pedagogical and subject knowledge are not enough for a university teacher with the variety of tasks that they have, instead it also requires the ability to commit, reflect and communicate. Building upon Boyer's scholarship can be a way to meet the challenge teachers have in creating the best conditions for educating students. Thus teachers in higher education have to be pedagogically and scientifically competent and proficient.

Traditionally, however, research is prioritised above teaching in higher education. New knowledge in the area of higher education has shown that good teaching and pedagogical competence are prerequisites for the development of pedagogical quality that in turn can attract more students to research programmes. Recognising, rewarding, documenting and valuing pedagogical efforts are ways to further professionalize teaching in higher education.

A pedagogical development plan provides transparency

A plan for pedagogical development can be significant on many levels. It describes the university's pedagogical idea and concretises and clarifies pedagogical questions. The processes become transparent and observable and the discussion about pedagogical issues is facilitated. It is easy to see what it is that one in fact does and to relate that to the result. It can create an understanding around the pedagogical idea and lift forward questions about qualification and competence.

Pedagogy as personal or general knowledge

The discussion about pedagogical questions is a sensitive one. We do not distinguish between personal experiences and viewpoints on one side and general scientific knowledge on the other. Everyone has their own description of what pedagogy is and makes their own interpretation of pedagogical problems. The idea of flexible learning at Mid Sweden University is an example. When the idea is discussed one can mean completely different things, which can result in one seeing completely different solutions and strategies. There is an unspoken understanding that one can not make general pronouncements regarding pedagogical questions, that one can not "tell the teachers" how to do their work. That understanding has to be placed against the more "official" understanding: The teaching profession and professional knowledge is developed through the teacher having a scientific attitude towards the practice of

teaching and allowing that attitude to participate in a dialogue with general pedagogical knowledge. Both research in pedagogy for higher education and the NSHU project put forward clear criteria areas such as the teacher's ability to contribute to student learning and development, the teacher's ambition to continuously develop and the ability to contribute to the development of the activities can be seen to catch the essence of pedagogical competence.

When pedagogical questions are discussed they are often questions having to do with evaluation of courses or instruments for evaluation. There are seldom discussions about the greater issues such as goals, visions of pedagogical strategies and pedagogical competence. Without that discussion, evaluations are of limited importance.

Pedagogical, didactic or technical support

Both of the institutions have great ambitions in the area of distance education and courses on the net. What then is pedagogical competence of a distance teacher? Which qualifications does a distance teacher need to have in order to be assessed as proficient? At Mid Sweden University there has been a long tradition of providing technical support to teachers. In practice that is also what has been requested. At Dalarna University technical support has been given greater priority than pedagogical work. At an institution with a great number of distance students one would think that the focus, which of necessity has been on ICT and tools, would require quite special attention to questions such as pedagogical competence and qualification. Using digital tools is a necessity today at Mid Sweden University and at Dalarna University. How these are used for the development of student learning is a part of a teacher's pedagogical competence.

"Academic" or "professional" teacher

Mid Sweden University is a young university and Dalarna University is now a fairly large university after having been a teacher training college for primary school teachers. Just as other new universities and middle-sized universities, research and science and the "ability" to be academic are given great importance. A teacher's interest in the profession falls by the wayside. This tendency is easily intensified in the academic culture. By way of example, in 2008 the Swedish Agency for Higher Education made an evaluation of Teacher Education at Mid Sweden University (*Evaluation of Teacher Education*, HSV: Report 2008:8 R, in Swedish); the agency's impression was that the teachers were good teachers, but they were not primarily researching teachers *(p. 14)*. A restructuring has been done which means that some of the teachers have been replaced. The level of academic competence has been raised. How this has influenced professional skill and pedagogical competence among the teachers has not been noted.

The academic system in balance

In the academic system there are processes and structures that have not been conscious or transparent. One expression of the desire to increase consciousness and transparency is the different undertakings that lead to local policy and strategy documents. It is complicated work with many challenges. One such challenge is getting the ideas of the different documents to be coherent conceptually. If that is not the case it could mean that they counteract each other. It can also happen that an

undertaking is not supported by the organisation and therefore becomes difficult to carry out. The development plan and the pedagogical plan are examples of this; they talk about the portfolio of pedagogical competences and the pedagogical development of teachers while at the same time resources such as the teacher's time in practice has to be devoted to academic development in their subject.

The economic situation and the resource allocation system steer

The tightening of the economy has reduced the leeway on all levels. When the faculties and the boards/councils at the university/colleges are given responsibility for pedagogical development and produce a progressive plan, the work is not followed by increased resources. The allotment for undergraduate courses and study programmes goes to the departments that often have acute problems to be solved. The faculties and boards/councils do not today have any real possibility to steer development work or to follow-up such tasks.

Conclusions

Pedagogy as a strategy

Work with pedagogical competence and the portfolio of pedagogical competences can be seen on many levels. One level is the university/college level, another is the teacher level. Seen from the perspective of the institutions it is a way to talk clearly and distinctly about what one wants to have and what one is prepared to pay for it. Seen from the teacher's side it provides clarification but also much longed-for attention. When pedagogy is lifted to a strategic and organisational plane it is no longer an individual and private question. To be able to strive towards the same goal requires consensus. Pedagogical competence needs to be described in a general and generally applicable way, so that one can make comparisons, see progressions and above all so that everyone is in agreement about the interpretations of competence. To base pedagogical competence on theory of pedagogy for higher education is not going to reduce the value of one's own personal experiences. On the contrary, we believe that personal experiences and qualifications can be of greater value when it is possible to describe, reward and assess them.

Prerequisites for strategic pedagogical work

Pedagogical development needs, in order to be strategic, a completely new status in the work of the university/college. Pedagogy and pedagogical development is not the individual teacher's concern – it is a question of the whole institution's future.

A vision of what a teacher's competence shall result in needs to be clarified in concrete goals and a clear describable pedagogical idea. The idea needs to be familiarised and the definitions have to be shared. It requires an approach that is built on existing research on pedagogical competence and qualification. Pedagogical issues and scientific pedagogical competence have to be part of the discussion behind strategic decisions. The criteria for pedagogical competence can be a good example just as the question of pedagogical competence in the leadership of the university. A good intellectual experiment makes such a suggestion obvious: can one imagine a single successful venture where the "main task" and production are marginalised and excluded form overall strategic discussions? Where "product development" is

perceived as something "individual" and "private" and where the product itself is seldom seen, neither in the vision of the future nor in financial results? Where the results of production are not matched to "orders"?

At the right time in the right place

Pedagogy for higher education is a relatively new subject, especially encouraged by the tasks the universities and colleges have received. In a time when economic resources are shrinking the quality of the activities becomes crucial. One of the important quality aspects are the conditions concerning student learning. The efforts made by the institution and results of thise efforts influence both student inflow and student completion and, naturally, also the finances. Good teachers are a prerequisite for that. There have always been good teachers and there will always be good teachers at all of the institutions. Just as there have always been less good teachers and really bad teachers. An institution that wants to be successful can not be satisfied with relying on chance, when it is a question of pedagogical competence. Proficiency has to include as many teachers as possible. To achieve such a result we believe that it is necessary to develop concepts such as pedagogical competence and to find criteria and instructions for assessment. It would be a waste of resources not to base such work knowledge of pedagogy for higher education.

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PEDAGOGICAL COMPETENCE FOR TEACHERS AT KRISTIANSTAD UNIVERSITY

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Introduction

Kristianstad University's vision is to educate Sweden's most employable students. A goal that requires that the students are given a chance to develop an independent search for knowledge, a reflective and critical attitude and preparedness for meeting changes in working life. A student educated in Kristianstad shall be oriented towards development which guarantees employability, not just for today but also in the future. For the university to succeed with this the necessary preconditions are high quality teaching and pedagogically proficient teachers.Incentives for stimulating teachers to develop their pedagogical practice must be recognised as important in order to contribute to improving the quality of education. Pedagogical competence and pedagogical competence in the last few years have in fact more clearly become a part of the university's agenda and in the proposition "The Open University" (prop. 2001/02:15) emphasis is placed on how universities and colleges ought to develop forms for documentation of pedagogical competence.

In Kristianstad University's strategy document (Kristianstad University, 2009) the ambition of rewarding skilful teachers through the possibility of a pedagogical career has also been put forward. The board of the learning resource centre (LRC Board) has during 2009 supported a proposal of a Pedagogical Career Ladder for Kristianstad University. The proposal has even received acceptance in different ways. After receiving the viewpoints of the university's leadership further work was done after which the proposal in revised form was returned to the leadership.

In this chapter an account of the present proposal for a Pedagogical Career Ladder at Kristianstad University is given including the process through which it took form and the theoretical and experiential basis upon which it rests. Additionally light will be shed specifically on the relation between the forms for documenting, assessing and rewarding pedagogical competence that have been found at the Academy of Lund University's Faculty of Engineering and have been developed at Mälardalen University and to the NSHU project on pedagogical competence. Lastly the chapter touches on the conditions there are for continued work: timetable, resources, legitimacy and so on.

Background

Work with establishing pedagogical career possibilities for teachers at Kristianstad University began in 2006 with *Strategy 2012 – from Word to Deed*. There it was stressed that the university was to stimulate students and personnel to continuous pedagogical renewal through research, education and flexibility. Among other things it was thought that this would happen through "facilitating" and making career paths based on pedagogical competences clear" (p. 5).

The Steering Group for Pedagogical Development (SPU) at the time and the Development Centre for Teaching and Learning (UCUL) had together with the institutions a common responsibility for the overall goals for pedagogical development work. Formulating a proposal for a pedagogical career path for the university's teachers was seen as an important part of this work. The task was made clearer in March 2007 when the undersigned was given the task of investigating prerequisites for introducing pedagogical career possibilities for the university's teachers and presenting a proposal. In June 2007 the investigation with the attached proposal was presented to the vice-chancellor for continued revision. Due to a reorganisation that the university underwent the proposal was not actualised until 2008, then in the form of a proposal to the newly formed Learning Resource Centre. The investigation contained an overall description of the concepts of pedagogical competence, pedagogical competence, portfolio of pedagogical competences, and a qualifying course in pedagogy for higher education, and a presentation of two models that are for the time being used in Swedish higher education: the Academy of Lund University's Faculty of Engineering respectively Mälardalen University's Career Ladder. The document concluded with a suggestion for a career ladder for Kristianstad University.

Proposal for how a the question of qualification can be dealt with at Kristianstad

By participating and functioning as a *critical friend* in Mälardalen University's pilot project, *The Pedagogical Career Ladder,* and as an expert in assessment of teachers who have applied for/are applying for placement on Mälardalen University's career ladder, I have acquired valuable experience regarding the assessment of pedagogical competence and the writing portfolios of pedagogical competences. Along with studies of Swedish and international literature on the subject they are the starting point for how the question of qualification is dealt with a Kristianstad University.

The following important issues for how the question of qualification is dealt with at Kristianstad University will be elucidated

- Qualification model, academy or career ladder
- Criteria for pedagogical competence
- The portfolio's design and content
- Prerequisites for applicants
- Organisational points of departure
- The assessment process
- Writing support and applications
- Teachers who are assessed positively: how they are rewarded and what are they expected to contribute?
- Connection to other universities' work and to the NSHU project.

Qualification model, academy or career ladder

To get legitimacy for a pedagogical competence system one's approach ought to be based on a scientific attitude both in form and content. Kreber (2002) presents, in the form of taxonomy, the teacher's pedagogical activities in terms of *Teaching Excellence*, *Teaching Expertise* and *Scholarship of Teaching*. The taxonomy offers

clear levels regarding pedagogical competence and functions well as a starting point for a Pedagogical Career Ladder and can be adjusted according to the local context.

The proposal for Kristianstad is a career ladder with two levels, qualified and excellent, where the first level is nearly equivalent to Kreber's *Teaching Expertise* while the other level is nearly equivalent to Kreber's *Scholarship of Teaching*. The teachers who reach Step 1 teach in a way that supports student learning in an excellent way *and* in addition have extensive reflective knowledge gathered from the field of knowledge of pedagogy for higher education. *Scholarship of Teaching* builds on the two previous levels *Teaching Excellence* and *Teaching Expertise* and indicates that the teacher also shares their experiences and knowledge in the form of contributions at conferences, in articles and at seminars etc. The documentation and dissemination stand out here as important. On this level the teacher has a scientific attitude toward teaching including peer review – scrutiny and feedback, and contributes to knowledge building in the field of pedagogy for higher education and didactics in their own subject field.

It is recommended that one applies for a specific level and in order to be able to apply to a second level one has to have reached the first level. In that way we get a clear career ladder. In an initial phase it is, however, natural that there are teachers who fulfil the requirements for both levels therefore it is possible to treat one application as an application to two levels.

Criteria for pedagogical competence

A great deal of the discussion in Mälardalen University's pilot project has had to do with the criteria for pedagogical competence and how these are formulated within the respective levels. With a list of criteria that is much too long there is a risk that assessment will be too focussed on details and become a "checklist" while having only a few criteria that are more open perhaps puts a greater demand on the assessor's competence. Both Lund University's Faculty of Engineering and Mälardalen University have only a few criteria, but with great possibilities for interpretation (LTH's Pedagogical Academy, 2005; Ryegård, 2008). One purpose of the NSHU project was to define criteria for pedagogical competence and hopefully reach a common frame of reference for interpretation.

There are good criteria for pedagogical competence (Higher Education Inquiry SOU 1992:1; Giertz, 2003; Kreber, 2002) and the criteria that both Lund University's Faculty of Engineering and Mälardalen University have used as a foundation are relevant and reasonable. In both cases the criteria are formulated to be quite open so that there is room for "necessary" and reasonable interpretation in specific cases. It is important to keep in mind that pedagogical competence is a qualitative aspect whose significance is formulated within the academic discourse and can not be bought in a ready made package.

The proposal for Kristianstad is to have relatively few criteria that with necessity offer the possibility for a certain amount of interpretation. The criteria that are used at Lund University's Faculty of Engineering start out from one level. An adaptation to two levels (from Kreber, 2002) came to look like the following in the proposal:

Level 1:
Focus on student learning
- The applicant bases their pedagogical activities on a learning perspective
- The applicant's pedagogical philosophy and their pedagogical activities make up an integrated whole
- The applicant functions well in their pedagogical practice in relation to the students

Distinct development over time
- The applicant strives in their pedagogical activity, consciously and systematically, to develop student learning and the students' ability to learn

A scientific attitude
- The applicant reflects upon their own pedagogical activities with the help of theories of pedagogy for higher education and knowledge of didactics of their subject

Level 2. In addition to the criteria of level 1, the applicant always fulfils the following criteria:
Distinct development over time
- The applicant has ideas and plans for continued development work

A scientific attitude
- The applicant investigates and creates knowledge about student learning and their own pedagogical practice
- The applicant cooperates with others, finds out about their experiences and shares their own experiences, for example, in discussions, at conferences and in publications.

The criteria are of a more overall character. After the school's leadership asked for a clarification of the criteria, the criteria described above were *concretised* and *exemplified* in the following way:

Level 1
Focus on student learning
It is not only the subject content of the course that rests on a scientific foundation, but also, to just as great an extent, the design of the support to students. When choosing, for example, teaching methods, examination forms and types of evaluation, the teacher is to take into consideration and apply the existing research-based knowledge about the conditions for best supporting the learning of the students he or she meets.

To proceed from a learning perspective means that the teacher in their planning of, carrying out, and evaluation of teaching, focus to a greater degree on *the students' work with the subject*. The students' meeting with that which is to be learned is in focus and it is the teacher's task to create good conditions for students to work with the subject based on their own capabilities. The teacher shall utilise the students' understanding and experiences and their own processing of subject knowledge.

Focus on student learning also means that the teacher bases work on a conscious pedagogical outlook. He or she is aware of the preconditions of student learning, for example, their prior knowledge and learning styles, and base their teaching on these. The teacher attempts to support the learning of all students towards developing

knowledge and listens to their views on how they have experienced learning. Focussing on student learning means that the teacher, in order to be able to support the learning of the students, can adapt their teaching according to changes in circumstances and is able to prepare to meet new categories of students.

The applicant's pedagogical philosophy and pedagogical activities shall be an integrated whole. Different aspects of pedagogical activities shall be described so that the teacher's personal motivation becomes visible. Important parts of a pedagogical outlook are how one sees knowledge and what is considered to be important knowledge in the context within which one is teaching. How one wants the students to view knowledge of the subject and how one as a teacher works to achieve that view are other important aspects that are to be illuminated. One further aspect is how one as a teacher understands learning, what facilitates learning respectively hinders learning, and how these factors influence teaching. The teacher also needs knowledge of different learning styles and how these are applied to one's own teaching situation.

The teacher student relationship is a further aspect that ought to be explained; how is cooperation with the students created so that it promotes student learning. The applicant also ought to formulate goals for their teaching; what is important and how one works to achieve these goals.

The number of possible aspects of pedagogical activities is extensive, they can have to do with examination, motivation, communication, student responsibility etc., therefore the teacher in their description ought to make a selection the shows how the applicant's basic pedagogical outlook and pedagogical activities make an integrated whole.

The applicant shall function well in their pedagogical practice in relation to their students. That means not only conveying commitment and interest for the subject and studies, but also showing respect for students, interesting oneself in both their professional and personal development and encouraging independence and the student's own learning. Listening to and utilising the students' viewpoints in the planning and carrying out of teaching and giving clear information and feedback are important parts in a good relation.

Distinct development over time
The applicant shall in their pedagogical activity, consciously and systematically, strive to develop their ability to support student learning. The teacher shall be able to demonstrate how he or she can over time work to develop their own pedagogical practice so that it to a greater degree supports student learning, that is, that students learn better. The documentation that describes the effects of student learning ought to be attached as a appendix.

A scientific attitude
The applicant shall have a scientific attitude and reflect upon their own pedagogical activities with the help of theories of pedagogy for higher education and knowledge of subject didactics. In addition to continuously updating knowledge in their own subject they shall as teachers also find out about other teachers' experiences from teaching and the results of relevant research into pedagogy for higher education and

put these into practice in their own activities. It may be a question of their own pedagogical activities within their own subject, but also within higher education in general. A scientific attitude implies that different methods, perspectives and angles are problematised and exposed to critical scrutiny. All academic activity shall be influenced by a scientific attitude, including the pedagogical practice of university teachers.

Level 2

Distinct development over time

Level 2 means that, in addition to the criteria in level 1, the applicant also focuses on development work and documentation and dissemination. The applicant shall therefore have ideas and plans for continued development work both for themselves and for their own pedagogical activities.

A scientific attitude

Within research it is obvious that results of one's studies are made accessible to one's colleagues to examine and build upon. Examining and studying one's own pedagogical activities and documenting and communicating the results from these studies are an important part of the scientific attitude that is required for level two.

To reach level two also requires that the applicant cooperates with others, finds out about the experiences of others and shares their own experiences in discussions, at conferences, and in publications. The applicant can, for example, refer to reports, journals, conferences and seminars where he or she makes public their experiences and gets involved in probing dialogue. Cooperation can also regard dialogue with a client to discuss what the students shall be able to do after a course, participating in the debate on the purpose of higher education or contributing to open lectures for the general public.

Portfolio design and content

Presenting and assessing pedagogical competences with the help of a teaching portfolio is today a method that is both established and researched (Seldin, 1997; Apelgren & Giertz, 2001; Giertz, 2003; Magin, 1998

Today, described in both national and international literature, there are a number of different definitions of what a portfolio of pedagogical competences is,. Therefore there are also several different variations and areas of use. Lund University's Faculty of Engineering has chosen a rather open model that creates a great amount of freedom for the individual applicant. The most important thing here is that the applicant meets the overall requirements for content and form that the pedagogical academy has formulated.

Mälardalen University describes in more detail what the different sections of a portfolio shall contain and which questions they are to answer (Ryegård, 2007). Since the portfolio of pedagogical competences ought to be seen as a way, not only to document one's own pedagogical development, but also to be a part of it; a too detailed model risks steering the applicant too much. The individual possibilities for expression decrease with clear goals to follow. At the same time it is reasonable that the possibility for documentation becomes more comprehensive.

A reasonable starting point is that the guidelines that are provided are not too detailed and do not offer too much direction. The most important thing is that the applicant demonstrates that the criteria that have been expressed for the respective levels have been fulfilled. Regardless of the degree of detail and choice of model for the appearance of the portfolio the following aspects stand out as central.

A main section where the following areas are dealt with:
The applicant shall provide a selection from their pedagogical practice and reflections upon concrete teaching situations and the connection to their own pedagogical philosophy/basic outlook. The starting point is concrete examples from, for example, course evaluations, changes made as a result of course evaluation, study guides, teaching activity and/or examinations. The choice of themes is motivated (*why* just these themes) and the applicant shall show how these themes are exemplified in the pedagogical practice (*why* just these examples). The applicant shall describe the examples so that the assessor understands *what*, *how* and *why* something was done or happened. The applicant teacher shall also problematise and reflect upon their pedagogical actions with the help of literature and other sources and account for how he or she with the help of these has developed their thinking regarding learning and teaching.

The applicant shall also demonstrate how she or he cooperates with others (teachers) in their striving to develop both their own and the teaching of others, for example, in discussions, at conferences and in publications.

A section for attachments:
The attachment section is used to systematise and give evidence of an activity/process that is described in the main section through attaching different types of certificates and documentation. Mälardalen University's way of dividing attachments into the sections as seen below is a possible solution:
    A. Teaching
    B. Pedagogical training
    C. Development work and research on education
    D. Development of teaching material and teaching media
    E. Experience from planning courses and course administration
    F. Open lectures for the general public
    G. Other

Prerequisites for the applicant

Under this heading questions regarding the requirements for application and what ought to be attached to the application are dealt with.

It is reasonable that it takes a certain amount of time for teachers to develop. To apply for placement on the career ladder before one has acquired a certain amount of experience regarding breadth and depth in both courses and methods (for example, examination and responsibility for courses) and before one has begun to develop one's attitude towards teaching is hardly reasonable. Three years of full-time work as a university teacher (alternatively five years working half time) can be seen as adequate and also in line with the experiences I have had as an assessor in the pilot

project. Neither Lund University's Faculty of Engineering nor Mälardalen University, however, have such limitations.

Lund University's Faculty of Engineering requires a recommendation from the applicant's department head while Mälardalen University has not expressed such a demand. Uppsala University talks about a formal report from the department head of the director of studies. That the department head is familiar with the teacher's pedagogical ability can hardly be seen as unreasonable, especially considering the goal of raising the value of pedagogical competences/pedagogical competence when awarding salaries. Besides that, it is an important part of making the quality of teaching a matter of urgency for the whole department. The disadvantage is that many teachers see a statement from the department head as arbitrary or coloured. Requiring professional action of department heads should, however, be obvious. A department head who is competent in this area ought to also have information from the person responsible for the programme, the director of studies and/or the equivalent.

Mälardalen University requires that the application provide two referees. The references can be colleagues or heads. As an expert there can be some value in interviewing references in order to get as complete a picture as possible of the applicant's pedagogical ability.

At Lund University's Faculty of Engineering local experts have been employed to preview the applicants' qualifications portfolios. These experts have been chosen by the applicant themselves from among the members of the Pedagogical Academy. At Mälardalen University there have been portfolios that are impossible to assess despite the fact that applicants have participated in the course "Writing a Portfolio of Pedagogical competences". I see some form of previewing as extremely important, for both quality reasons and economic reasons.

The proposal for Kristianstad is:
- the applicant shall fulfil the requirement of three years of full-time employment as a teacher in higher education (alternatively five years half-time employment)
- the application shall contain a recommendation from the section-head (two section-heads have from 1 April 2008 replaced the six previous department heads). The section heads should also gather information from the persons responsible for programmes, personnel manager and/or equivalent.
- the applicant shall provide two referees
- two local experts preview the applicant's qualifications portfolio. When the career ladder is initiated these two people ought to be chosen from among those who have reached stage two.
- the applicant shall attach a traditional CV containing personal information, employment, education, and possibly even a few lines about the teacher as a person.

From the organisation

An important and complicated question is awarding salaries in relation to pedagogical competence. Lund University's Faculty of Engineering automatically gives a salary increase, at present of 1300 SEK/month, to those who are accepted while the salary

question is still unclear at Mälardalen University. It is of great importance that the university's senior officers make clear the conditions that apply. Simply indicating that consideration will be taken when determining salaries means a risk that it is seen as "under no obligation". It can also lead to arbitrariness and be a signal that it lacks acceptance and legitimacy in the organisation. It is therefore reasonable that a salary increase in the form of a previously decided sum is given to teachers for each level achieved on the career ladder. Naturally, this is a question for the university's leadership and is quite likely also an issue to be negotiated with the union.

The assessment process

A selection interview is used both at Lund University's Faculty of Engineering and Mälardalen and it is an extremely important part of the assessment. At the interview opportunities are given for both clarification and broadening. In addition the interview can be seen as a possibility for pedagogical development for the applicant. At Mälardalen University the interview is carried out by two experts together with a representative of the academic appointments committee. At Lund University's Faculty of Engineering one uses both internal and external experts while at Mälardalen University, within the framework of the pilot project, only uses external experts. It is thought, however, that those who receive the title of Excellent Teacher shall be able to be used as experts in future assessments. There is still no experience from such a model yet.

At Mälardalen University the academic appointment committee makes a recommendation while the vice-chancellor takes the formal decision. Lund University's Faculty of Engineering has a special organ connected to its pedagogical academy.

Thus there are good arguments for using selection interviews with applicants to both ladders. The interview is carried out by two external experts and with the participation of a member from the newly formed committee for assessment of pedagogical competences. Having a committee makes it possible to build up the specific competence that is needed for assessment of that type at the same time that higher status is given to the career ladder. It is suggested that the committee be made up of the pro-vice-chancellor and also a chairman and two teachers and two students. The teacher representatives are appointed by the vice-chancellor while the student union appoints the student representatives. Experts write the official report where upon the committee makes a recommendation to the vice-chancellor who then takes a formal decision.

Support for writing and applying

Courses/workshops in "Writing a Portfolio of Pedagogical competences" (approx. 3 X 3 hours) ought to be given above all for those who intend to apply for qualification. Those who do not intend to apply in the near future should also be given the opportunity to participate.

The guidelines for how one writes ought to be in the form of an outline and not regulated by detail. A ready-made template makes it easier for the person who shall assess and compare different applicants, but for the applicant it can reduce flexibility and the possibility (and constraint) of reflection and taking one's own stand. Greater

freedom creates greater possibilities for making the production of a portfolio a learning experience and part of one's own pedagogical development. How one sees and wants to account for one's pedagogical information can also be considered to be a part of pedagogical competence and as a consequence of this be seen in the portfolio itself. *Creating a Teaching portfolio* can also be included as a part of the basic course in pedagogy for higher education.

Teachers who are placed on the ladder - What do they get and what are they expected to contribute?

Both Lund University's Faculty of Engineering and Mälardalen University link the academy /the career ladder to salary, title, and status within the institution. Teachers who are awarded a place on the career ladder shall also function as pedagogical developers and initiators but also be used as local experts and/or as previewers. To be accepted/placed means both rewards and demands.

The proposal means that a salary increase *in the form of a previously decided amount* is given to teachers for each level of the career ladder that they achieve. The salary increase for level 2 should be equivalent to that of a docent position. In addition to the salary rise the title *Accomplished Teaching Lecturer/Senior Lecturer* for level 1 is given and the title *Excellent Teaching Lecturer/Senior Lecturer* is given for level two. The teachers who are awarded these titles are expected to function as pedagogical developers and initiators but also be used as local experts and as previewers of applicants' portfolios.

The connection to other university's work and the NSHU project

The pilot project at Mälardalen University has meant that representatives from ten institutions meet regularly to exchange ideas and share their experiences. In addition to working as experts on the assessment of portfolios, there has been important development of knowledge with great opportunities for dissemination to other institutions around the country. The "Strategic Development of Pedagogical competence Project" has also led to greater consensus and expanded cooperation in these important questions.

Kristianstad University should use the cooperation with the ten universities to develop and evaluate its own work with the Pedagogical Career Ladder. Since the "Strategic Development of Pedagogical competence Project" is working toward a consensus on the concept of pedagogical competence, it is important that we remain open to the criteria we choose and the design of the portfolio.

Establishment and implementation

NSHU – the project's institution day
On 5 November Kristianstad University held a study day, in cooperation with the NSHU project, *Strategic Development of Pedagogical competence* with the title *Pedagogical competence – A Quality Factor in the University of the Future.* The main question that was discussed was: When is a teacher pedagogically proficient and what does it mean to be pedagogically qualified?

94

Work for local establishment

The first proposal has been accepted in the organisation through a number of meetings with key groups at the university. The proposal has been presented for the head of personnel, the people responsible for the programmes and academic leaders, and the two section heads and assistant heads. The proposal has without exception been received positively. After receiving the views of the university's senior officers the proposal was revised and returned to the senior officers. The proposal that has been presented in this chapter is based on the last revised version that has also been approved by the LRC Board.

Conclusion

The number of doctoral students is seen consistently as the most important criteria for quality in the evaluations of the education programmes or subjects done by the Swedish Agency for Higher Education. But a well educated researcher is not automatically also the best teacher. If that were the case recruitment of more PhDs would replace a conscious effort to develop pedagogically. There are a series of studies that show that there is little or no relation between the quality of the teaching that is provided in a university's undergraduate courses and the productivity of its research (Brown, 1995; Feldman, 1987; Hattie & Marsh, 1996; Jenkins, 1996; Ramsden & Moses, 1992). In spite of that the myth of the link between research and the quality of teaching lives on.

Developing quality within the university requires that scholarship in different areas works together (Glassick, Huber & Maeroff, 1997). Brew and Boud (1995a, 1995b) make clear that the difficulty in developing the connection between research and teaching lies in that one considers them to be two separate, often competing, activities. But a positive connection can be achieved if one considers both research and teaching to be learning processes (Elton, 2001).

Kristianstad University's ambition is to have teaching of a high quality and also be internationally recognised for pedagogical development, goals that can be achieved without sacrificing the quality of research. A high level of teaching quality and research quality can be achieved at the same time. To reward teachers who are pedagogically proficient can have a positive effect on both the individual teacher and the entire university, in the quality of both teaching and research.

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WAYS TO INCREASE THE VALUE OF PEDAGOGICAL COMPETENCES

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"The competence of our teachers shall be the highest possible." That is what it says in Umeå University's strategies for education and research for the period 2009-2012. It also says that "the value of pedagogical knowledge as a qualification shall increase." Are these just words that look good on paper, plenty of which can be found in overall strategy documents, or can an awareness of the importance of competent teachers and the value of this competence as a qualification be seen here? Perhaps it is because I am a naive optimist that I see in these formulations the results of many projects with the goal of increasing the value of pedagogical competences and the pedagogical competence of the teacher that have been carried out at Umeå University. How this awareness has been created is going to be the focus of this chapter along with reflections on how Umeå University has dealt with the three aspects that have been in focus in the Swedish Agency for Networks and Cooperation in Higher Education (NSHU) project: Substantiating, Assessing and Rewarding Pedagogical Skills.

A Brief History

In the last ten years politicians, researchers, institutions of higher learning and individual academics have become more and more interested in pedagogical competence and pedagogical development work in higher education. The background is a decrease in resources available to higher education, a quickly accelerating global higher education market, and an increased diversification of the range of courses at university level, more heterogeneous student groups and the increased demands on quality control from both national authorities and independent inspection bodies. Since 1995 the Swedish National Agency for Higher Education has carried out regular audits of institutions of higher education and subject areas for the purpose of examining and maintaining quality in higher education. At Umeå University continuing professional development in pedagogy for higher education for teachers has been offered right from the start. The first course in pedagogy for higher education was carried out in 1966, less than a year after the university was established. Today nearly 400 teachers a year participate in different pedagogical professional development activities.

Demand for training in pedagogy for higher education

Leif Lindberg's document on pedagogical competence, *Om pedagogisk meritering* (1997), is based on observations, discussions and presentations concerning pedagogical competence at Umeå University from 1980 to 1990. Because of this pioneering work Umeå as early as 1992 was among the first of the institutions of higher education in the country to require training in pedagogy for higher education in order to be employed as a teacher. This, however, in practice did not have a great impact. When employing new teachers pedagogical competences or pedagogical training were not required, and therefore they were not evaluated either. A formal

requirement of completed pedagogical training and demonstrated pedagogical competence was then introduced in the Higher Education Ordinance in 1993.

Rewarding pedagogical competence

In international contexts different models for reward systems and career paths have been developed, phased out, and discussed; but none of them have made such an impact as to be implemented on a large scale. Today there is a wide acceptance of the concept *Scholarship of teaching and learning* (SoTL) and in many countries (for example, Australia, Canada, Great Britain and USA) institution specific and national incentive programmes have been developed to support and reward teachers' development as *teaching scholars*. Important support for this development has come from studies carried out by Trigwell et al. (2000) and Kreber (2001, 2002). In Sweden pedagogical prizes and awards are still the most commonly occurring way to reward pedagogical competence. Universities, faculties, student unions and many individual institutions or programme associations recognise esteemed teachers every year by awarding pedagogical prizes. The interpretation of "putting a premium on" as a possibility for teachers to make a career or to be promoted based on that proficiency is a phenomenon that is generally speaking unknown in Sweden. In spite of the Promotion Reform of 1999 it is still unusual for a lecturer to be promoted to senior lecturer based on specific pedagogical skill. At Lund University's Faculty of Engineering (LTH) and Mälardalen University (MdH) different models for rewarding pedagogically proficient teachers have been initiated (described in another part of this report).

Vision 2010, development projects 2007-2009

In 2003 Umeå University established a development programme, Vision 2010 that described the future direction of the university and the goals that Umeå University was to achieve before 2010. In order to realise the goals the vision was concretised in an action programme for the period 2007-2009. The programme consisted of over 50 specific projects with defined financing and divisions of responsibility. One of these projects (Project 10, where I was the project leader) was about developing strategies for raising the pedagogical competence of teachers and "putting a premium on pedagogical excellence". The main goal was to connect competence with reward, but the forms for how this was to be done were not given. Two points of departure were that skilful teachers are needed for the university to be competitive and the value of pedagogical competence as a qualification in higher education today is much too limited. Since Project 10 has been running parallel to the NHSU project, important synergy effects have arisen that have favoured both projects.

The pedagogical action programme

Before Project 10 and the work with rewarding pedagogical excellence were presented the pedagogical action programme for Umeå University and its importance had to be made clear. Without the action programme neither project 10 nor the quotation that begins this chapter would probably have come into existence

One of the first pedagogical policy documents in Sweden was produced at Umeå University through the extensive work done in different reference groups 1999 - 2002. The result was Umeå University's pedagogical action programme that was in effect first from 2003 - 2005 and then extended to 2006 – 2009. The programme

consists of eight concrete ambitions/visions for teaching and learning accompanied by guidelines and a plan for their realisation. The eight themes that are taken up in the action programme cover nearly all of the pedagogical activities that can be found at a university. They have to do with the quality of the courses, design and content, the need for discussions about knowledge and learning, the conditions for learning and pedagogical work, professional development of teachers, teaching and learning in higher education as a qualification, and the importance of collaboration and continuous pedagogical development work.

One of the more visionary ambitions of the pedagogical action programme states: "Competence in pedagogy for higher education, commitment and proficiency have pronounced value as qualifications for positions that include pedagogical activities". In the plan for the realisation of the action programme it was clearly established that (new) guidelines for the documentation of pedagogical competences and assessment of pedagogical competence needed to be developed, and that the university should offer teachers and members of the employment committee training in documentation and assessment of pedagogical competence. A working group was appointed at once to work out the guidelines for how a portfolio of qualifications could be drawn up and assessed. I myself convened the meetings and was chairperson of this working group that consisted of representatives from all of the faculties, student organisations, professional unions and the personnel unit. One source of inspiration was the documents produced at Uppsala University (Apelgren and Giertz, 2001, and Giertz, 2003). The guidelines were ready in 2006 and were added as an appendix to the employment regulations that had also been updated. Parallel to the working group's work the pedagogical development unit (Teaching and Learning Centre, UPC) began to offer courses of different lengths about portfolios of pedagogical competences in their range of courses for continuing professional development in higher education

The impact of the action programme

In connection with the extension of the period of validity of the action programme (2006-2009) two follow-ups/evaluations of the programme's impact were carried out. One of the follow-ups was done within Project 10 and was aimed at examining the action programme's usefulness and to see which parts of it had been implemented into activities and which parts had been more difficult to put into practice. The other follow-up was done by the Planning Unit of the university administration and was aimed at identifying the departments/faculties that had made the greatest and the least efforts in the area of pedagogy.

The action programme had the greatest influence on the units and the organisational levels that work with educational issues on a strategic plane and that had been pointed out directly in the action programme. This includes the faculty boards, programme committees, the Teaching and Learning Centre (UPC) and the library. The tasks of several of these units were concrete and easy to follow up. Among the units and departments that are most research-intensive, knowledge of the action programme was generally lower, and the value of the policy document was in some cases questioned. Where discussions on teaching and pedagogical development were part of the "culture" it was unclear how great a role the action programme had actually played. The follow-ups, however, resulted in many departments receiving acknowledgement for their good pedagogical work, and the university getting

confirmation that the activities that had been included in the action programme were generally regarded as important and relevant.

One very concrete effect that the pedagogical action programme has had is that there is now one identified person, or function, with pedagogical responsibility in each of the faculties, departments or units. The person having that responsibility and exactly what is included in the role of the "pedagogical leader" varies. Most of these people are active in the seminar series for pedagogical leaders (SPA) organised by UPC, and several have participated in the courses on portfolios of qualifications that have been arranged. Our hope is that these people have, or are going to have, the authority to change the culture and the ways the departments work and in that way increase the value of pedagogical competences locally.

All in all it can be said that the pedagogical action programme's impact has been limited because responsibility for its implementation and follow-up had not been designated initially (to a position, unit or organisational level). The following recommendations were made to the university leadership before continued implementation:

- follow-up of the pedagogical action programme should take place continuously via activity plans and
- management and leadership training ought to be developed so that the pedagogical leadership is concrete and visible
- a revision of the pedagogical action programme should be initiated at once, in order to be ready for launching 1/1-2010 when the existing one expires

In 2008-2009 a revision of the pedagogical action programme was carried out by two of the working groups that had been set up in Project 10, one local group within UPC and one group including the representative from the rest of the university. The reason for the task ending up here was that the working groups had developed a strategy for encouraging pedagogical excellence at Umeå University; this is described below. The new action programme was identified as an important part of the implementation of that strategy.

Umeå's way to increase the value of pedagogical competences

Rather early in Project 10 the working groups studied the models for "putting a premium on pedagogical excellence" that are applied today. In the course of the work a compilation of national and local pedagogical prizes and awards was made, and the models that had been introduced at Mälardalen University and at Lund University's Faculty of Engineering were examined. The direction that the work then took had to do with the concept of sustainability. The way in which Umeå University gives pedagogical competence concrete value as a qualification shall be sustainable, which is an aspect of the ambition that the university has for its work with quality assurance. The working group did not regard the separate career paths for academic respectively pedagogical competences as successful or sustainable in the long run. Collateral structures tend to get weak support in an organisation and for that reason have little influence as strategic support to innovation (Skelton 2005). The consequences of this

argument were not the introduction of new career paths or new titles, or the drawing up of local competence criteria. Instead a strategy began to be worked out that is built upon the organisation and the set of rules and regulations that we already have today. The already existing possibilities for recognising and encouraging skilled teachers shall be emphasised earlier, and their application shall be made easier. So instead of accepting the fact that these possibilities were not being applied, we chose to work out a way that allows a new application of the existing structures, in a more well-reasoned way. The fundamental idea is that the system will in that way become stronger and more sustainable in the long term.

The strategy comprises long-term measures for making pedagogical skill and competence visible, a prerequisite for making it possible to be noticed and rewarded. This involves both structural and organisational changes and the development of knowledge, ability, actions and new attitudes towards the value of pedagogy as a qualification. The goal is to create an incentive for general and profound pedagogical development by supporting and putting a premium on good pedagogical ways of working, good pedagogical environments and pedagogically proficient teachers, based on *teaching scholarship.* Instead of honouring a minority of teachers for their pedagogical excellence, teaching scholarship should be observed on several levels. Encouragement should be made within the existing structures such as those for salaries and advancement. Natural support for the development of both teachers and departments shall be the existing and developed structures for annual personal development discussions and continued professional development. Besides the individual possibilities for qualification, possibilities ought to be created for encouraging the quality of groups and departments. In that way the strategy becomes a matter for several levels within Umeå University, not just for the individual.

Implementing an overall strategy in an organisation requires several ways into the activities. In our case the work in Project 10 coincided with the revision of the pedagogical action programme for the university. The concrete activities that the project groups suggested for implementing the strategy have been established in the new pedagogical action plan. When this was written the action plan had not yet been presented to or been accepted by the university board.

Thoughts on strategic pedagogical improvement

Although there have been local and national guidelines for demonstrating and rewarding a teacher's pedagogical competence for a rather long time, the routines for applying them have not yet been firmly established in the organisation. It is not necessarily a question of unwillingness or ignorance; rigid administrative routines can make work for improvement impossible. That applies to all levels and affects everyone, from teachers to heads of departments, deans and members of the employment committees. The intention has been to speed up the improvement process by approaching these issues from several directions, both bottom-up and top-down, instead of only one way. We have benefited from having strong support from above in regard to managing and carrying out pedagogical development work. The tasks that have been delegated to us have been presented to us in advance which has made it possible for us to make adjustments in the initial plans and have a dialogue about the purpose of the task and its content. This preliminary dialogue was however

difficult to conduct with all of the actors who were affected by this work for improvement.

Change takes time, but it happens

During the project several ideas for raising the value of pedagogical competences were tested and rejected, and sometimes even accepted. The following are some examples of the activities that have lead to lasting change in the organisation.

In connection with academic ceremonies at Umeå University recent doctoral degree recipients are "promoted", honorary doctors are celebrated and newly appointed professors are installed. Prizes are also awarded at the ceremonies. Previously there was a marked difference between the attention received by those who received academic prizes compared with those who received the pedagogical prizes. In a communication to the Vice-Chancellor in February 2008 the project group pointed out that "The motive for this difference is unknown and unmotivated. We are of the opinion that all of the award recipients are worth the same amount of attention. It is important to share the knowledge that has lead to them being awarded prizes with a larger audience."

The difference consisted of a programme of open lectures presented by the honorary doctors, researchers being recognised for their achievements and newly installed professors held just prior to the official ceremony. No such arrangement was made at the spring ceremony where the recent doctoral degree recipients, the prominent young researchers and the recipients of pedagogical awards were honoured. We suggested that the model that was used at the autumn ceremony also be used in the spring. The suggestion received immediate support and already that spring, 2008, the first ceremonial lectures with recipients of the pedagogical awards were held. The arrangement has been carried out twice and is very appreciated by both the award recipients and the visitors.

The next example has to do with the assessment of pedagogical competence. There have been local guidelines in place since 2006, but it was first after a few years that they began to be applied consistently. There are several reasons for this! When courses in portfolios of pedagogic qualifications organised by UPC began to be offered more regularly (2005) a clear gap between the knowledge about pedagogical competence portfolios and assessment of pedagogical competence held by the teachers, the department heads and the employment committee, was brought to light. The teachers who had participated in the courses on portfolios of pedagogical competences were engaged in work with qualification portfolios, but also described that they met little support and sometimes ignorance and a lack of interest from their departments. One of the course participants was dejected and doubted if their pedagogical competences would ever be acknowledged or be fairly assessed by her department head or employment committees. After a colleague from Uppsala (Karin Apelgren) and I visited all of the employment committees at Umeå University in 2006 and discussed the concept of the portfolio of qualifications it was clear that it was not a lack of interest that had prevented the committees from taking pedagogical competence into consideration in their assessments; it was a question of a lack of experience of such assessments, and uncertainty about how the criteria for pedagogical competence should be interpreted and applied. That supports what

Lindberg (1997) described as a problem 10 years ago. Since several of the committees had noticed an increase in quality of the (pedagogical) documentation that had been submitted for assessment, clearer criteria for pedagogical competence and support in using those criteria were requested. By creating pressure "from below" the need for knowledge for those who were to assess proficiency in the material was also revealed. This also affected the department heads because they conduct personal development discussions and salary discussions with their employees. No specific support to that group has yet been developed; that is included in the pedagogical action plan and will be developed later.

Hopes for the future

An important objective for Umeå University is that every teacher be given opportunities for and is expected to work with continued professional development in pedagogy, pedagogical qualification, and pedagogical development. We are not there yet, but there is a will and a driving force both among the teaching staff and the university leadership to increase the value of pedagogical knowledge as qualification. The proficiency of our teachers is doubtlessly not the highest imaginable, but maybe the highest possible.

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EXPERIENCES OF PEDAGOGICAL COMPETENCE FROM THE PERSPECTIVE OF AN ACADEMIC APPOINTMENTS BOARD

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Introduction

My perspective in this chapter from Mälardalen University is from my role as dean from 2002 to 2007 and as chairman of the Academic Appointments Board of the Faculty Board of the Humanities, Social and Caring Sciences since 2001[1]. The focus of this paper is on the academic appointments board's role, attitude and handling of pedagogical competence when appointing and promoting teachers and with examination for placement on the pedagogical career ladder[2] at the university.

As far as method is concerned[3] the approach for natural reasons has the character of action research[4], since I myself am a part of the phenomenon that is being studied. My philosophical viewpoint concurs with the tradition/paradigm that I in my role as a researcher am not objective; instead I am influenced by my values. "*Valuations are always with us.*" (Myrdal, 1978) The advantage of having a central role among my colleagues on the faculty during the period when the embryo of the Pedagogical Career Ladder took shape in 2002 and up to when the career ladder was established by a decision of the vice-chancellor in 2008 has given me a good insight into the process. The disadvantage is that my critical eye has probably sometimes been obscured by the will to defend a model that I have participated in developing and recommending.[5]

How pedagogical competence has been viewed at Mälardalen University during two decades

The Pedagogical Council, 1990 - 2001

In the spring of 1990 activities began at the Secretariat for Competence Development at Mälardalen University. A pedagogical consultant position was created, advertised, and filled during the year. In the latter part of 1990 the Pedagogical Council with

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[1] The third mandate period ends 30 June 2010.

[2] When it is a question of putting light on the Pedagogical Career Ladder that was introduced at Mälardalen University in 2008, refer to Åsa Ryegårds (2008) final report "A new career path for teachers in higher education."

[3] See Carr (2006) for a theoretical discussion on the importance of the method in Action Research.

[4] There are advantages to having participated in different processes and decisions. *"The assumption is that knowledge will be gained from the inside that an outsider researcher would not be able to reach."*(Stjernström et.al., 2006, p.2)

[5] *"/…/ how does the researcher keep a critical perspective, when she doesn't have the traditional distance to the field."* (Stjernström et. al., 2006, p. 1)

representatives from all of the existing institutions was established. The pedagogical consultant was the chairman and convener of the meetings of the council. (The Secretariat for Competence Development)

I was employed in 1996 at what was then the Department of Business Administration and ADP and was promptly elected as alternate in the Pedagogical Council. My commitment to pedagogical issues meant that in practice I took the role of the regular member. Experiences from work on the council were a good foundation in dealing with the issue of pedagogical competence when I took over as chairman of the Academic Appointments Board of the Faculty of Humanities, Social and Caring Sciences on 1 July 2001.

In the documents stating the goals for pedagogical development at Mälardalen University which were in effect during the greater part of the1990s it was stated that *"Pedagogical competence and pedagogical competences shall be given great importance when teaching positions are being filled and shall be assessed by pedagogical experts."* (The Secretariat for Competence Development, 1997, p. 2)

The discussions about pedagogical issues were at times intensive in the Pedagogical Council during the years prior to the turn of the millennium, largely due to the commitment and knowledge of the members. At the beginning of 2001 the launch of a new faculty organisation was prepared, the basis of which was that Mälardalen University had obtained technology as a research discipline. During the same period the foundation of the Pedagogical council began to falter. The members opted out of the Council and one member let us know that she "she thought that the council's role was unofficial and not the central role that would have been needed to be able to achieve the goals that had been set." During the spring of 2001 discussions were conducted about establishing a "pedagogical space"[6] or a committee for pedagogical issues in the faculty organisation that was introduced on 1 July 2001.

In September 2001 I posed the question to the pedagogical consultant about the continued existence of the Pedagogical Council as an organ at Mälardalen University.[7] I received the following answer: *"The Pedagogical Council has asked the vice-chancellor to withdraw the position of advisor on pedagogical questions. The post was considered as lacking the necessary organisational support."* (Englund, e-mail message, 2001-09-28)

The Pedagogical Council was dissolved and wound-up in the autumn 2001 through a decision of the vice-chancellor: *"Because of the organisational changes during the recent years and a communication that was received from the pedagogical consultant, the vice-chancellor has decided to with immediate effect dissolve the Pedagogical Council and to withdraw the previously given delegation."*(Vice-chancellor, 2001b) At the same time it was stressed in the decision the importance of

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[6] A suggestion from Britt Englund who at that time was acting pedagogical consultant at Mälardalen University.

[7] The reason for my question was that I had left the Pedagogical Council when I was appointed pro-dean and the Academic Appointments Board's chairman in the newly established faculty. In addition to that I was also assistant department head at the Business Administration Department.

pedagogy for higher education and that the new faculty boards would be responsible for pedagogical questions. A detail worth noting is that at the semi-annual balancing of the books the summer of 2001 the financial results of the university were worse than they had been previously. Non-prioritised investments are often pushed into the future. (Vice-chancellor, 2001a)

The Pedagogical Qualifications Group, 2002 – 2003

Åsa Ryegård (2008) describes in a well-informed way how the university invested in development work regarding the documentation of the pedagogical competences of the teachers from 2002 – 03. My intention is to supplement her contribution based on the roles I then had on the faculty and as a participant in the Pedagogical competences Group. I am also going to offer some reflections on why the portfolio of pedagogical competences did not get a true foothold in the organisation in 2003.

In August 2002 the chairman of the Educational Sciences Board, who at that time was Sten Lindstam, informed the university's department heads, the two deans and the head of the Education and Research Department that he had been commissioned by the vice-chancellor[8] to form a group (Lindstam, e-mail, 2002-08-28). The group's mandate was to offer proposals for how work with the portfolio of pedagogical competences should be carried out at the university. Moreover the group was to think about how the university could initiate a "pedagogical academy" or the accreditation of good teachers. In the document the concept of *pedagogical docent competence* was also mentioned. The main purpose of the group was to get suggestions from the department heads at the university for teachers who had a genuine interest in pedagogical issues.

In the middle of October the chairman of the proposed working group let it be known that it had been difficult to recruit participants. At that time there were only two named teachers in the group. (Lindstam, e-mail, 2002-10-11) The 29 October the PQ Group elected its officers consisting of a chairman, two deans, four teachers, a pedagogical consultant and a secretary.[9] At the meeting material from Uppsala University on portfolios of pedagogical competences and material from the Pedagogical Academy at Lund University's Faculty of Engineering were passed out. The project itself was carried out through a number of working meetings up to the beginning of March 2003 when the first draft of a report was presented. After three or four different drafts the PQ Group's preliminary report was circulated internally for comments on 15 April 2003 and the comments were to be reported at the latest on 16 May (Eriksson, e-mail, 2003-04-15). The department heads sent a message saying that they needed to extend the time for comments to the beginning of June 2003. The final report was presented for the steering group of the Centre for Teaching, ICT and Learning[10] on 21 August and for the vice-chancellor on 22 August 2003.

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[8] Formally there is no decision from the vice-chancellor. On the other hand the vice-chancellor established the Centrum för Teaching, ICT and Learning (PIL) 30 August 2002 (Vice-chancellor, 2002).

[9] In an e-mail from December 2002 it is clear that a representative from the student union was also a member of the group.

[10] The steering group was led by the deputy vice-chancellor at the time and consisted of deans, representatives for the department heads, student representatives and the head of the Centre for Teaching, ICT and Learning.

The PQ Group's final report contained a number of suggestions which were scheduled to be carried out from 2003 to 2004. Three key groups were to take part in courses on qualifications portfolios, namely:

- Potentially excellent teachers (10 people)
- Members of the Academic Appointments Board (10 people)
- Department heads and directors of study (10 people)

After the introduction of the career ladder the faculty boards suggested that a part of the funding for undergraduate courses be allocated to institutions based on the number of qualified and excellent teachers the institution had. The courses in pedagogy for higher education would give credits. It was suggested that excellent teachers automatically be given a salary increase equivalent to that given to a newly appointed docents. Finally a list of expected consequences was given. (The Pedagogical competence Group, 2003)

The middle period, 2003 – 2005

During the autumn 2003 the pedagogical competences project began to run out of steam. Several attempts were made by the Centre for Teaching, ICT and Learning at arranging workshops for writing portfolios of pedagogical competences during the years 2003-2005. The interest from the department heads, directors of study, members of the academic appointments boards and the main group, teachers, to actively participate in activities connected to qualifications portfolios was limited. During the late spring 2004 the vice-chancellor at the time made a decision containing the message that teachers should show pedagogical competence via portfolios of pedagogical competences (Vice-chancellor, 2004). The strongly limited interest from the teachers to turn in their qualifications portfolios prompted the vice-chancellor to take another decision in March 2005. The focus of the decision was aimed at clarifying instructions on the portfolio's structure and the assessment criteria that would be applied. (Vice-chancellor, 2005)

Without a doubt there are many reasons for the lukewarm interest in pedagogical competence at Mälardalen University during the named period. I intend to give my picture of the likely reasons why in practice none of the suggestions that the Pedagogical competence Group made were acted upon. One main reason was that the suggestion about pedagogical competence via the qualifications portfolio system had not been established among people in leadership positions and the boards and committees. To give lip service to the suggestions saying that the suggestion is good or by silence giving consent is not enough when change requires action. A vice-chancellor's decision meets with no sympathy if there is no acceptance and receptivity in the organisation. The group of department heads was probably the group that finally made it impossible to implement the project at that particular point in time. I remember clearly a meeting of the council of department heads and senior officers in the middle of October 2003 when the whole idea of pedagogical competence fell. Among other things the idea of an automatic salary increase aroused strong protest. The comparison with docent competence was not received positively either. Credence giving to the qualification suggestion in the faculty board and the academic appointments board that I led was politely guarded and cool. There were no direct protests, but neither was there pronounced enthusiasm. The members on the

Academic Appointments Board on the other hand expressed greater scepticism, primarily regarding pedagogical docent competence and the possibility for a lecturer to be promoted to a senior lecturer on pedagogical competences. (Brorsson, 2001 – 2009)

Teachers with ambitions of building a career in academia were and are very conscious of the fact that academic proficiency has the most weight.[11] From a perspective within the organisation I would claim that the suggestion on pedagogical competence via the qualifications portfolio fell 2003 – 2005 because the concept was not well anchored at Mälardalen University. (Brorsson, 2001 – 2009)

Another aspect that meant that the focus in the activities changed was that Mälardalen University had financial problems during the autumn 2003. On 30 October the administrative head informed the union representatives and the council of senior officers that the prognosis for the 2003 results pointed towards minus 22 million crowns. My experience from several financial cutbacks at Mälardalen University and another university[12] has been that "soft"activities are affected fairly promptly. I classify the activities that have to do with the pedagogical area in that group. Sandwiches, coffee and fruit at meetings are the first thing to go.

Spring 2004 Mälardalen University began extensive collaboration with Örebro University about a proposed merger. All of the senior officers and the heads at the university were involved in the work. The meetings in which different groups were formed were held continuously in Örebro, Västerås and Eskilstuna. Work regarding the fusion became more intense and culminated between 2005 -2007. During a phase, at times with shaky finances and escalating collaboration with Örebro University, there were no work resources, time resources or intellectual resources avaliable for any deep analyses on portfolios of pedagogical competences.

Finally another reason for the lack of continuity regarding the achievement of high visions and goals for pedagogical competence there could also be the three changes of vice-chancellor that took place during the period 2003-2005. Around the recruitment of each new vice-chancellor some form of lull or waiting period arises. Parallel to the work of recruiting a new vice-chanceller picking up speed, there is a phase of speculation and frustration over what the change of vice-chancellor is going to mean for the individual as a co-worker in the organisation. People in academia who are passionate about pedagogical questions can also become apprehensive about the degree to which the new vice-chancellor may give priority to an area that historically has had difficulties in asserting itself. In retrospect one can ascertain that apprehensions have not been made true regarding the effects of the frequent change of vice-chancellor that have taken place during the present decade. On the other hand the element of insecurity that appears when a vice-chancellor is replaced can not be

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[11] In the government inquiry "*Nya villkor för lärandet i den högre utbildningen*" (SOU 2001:13, s. 214) the insight was formulated the following way: "*The importance given to pedagogical qualifications upon appointment, promotion and determining salary is crucial to the importance the teacher in practice ascribes to teaching in relation to research and other tasks.*"

[12] I have been active at the Swedish University of Agricultural Sciences in Uppsala for 20 years.

avoided, independent of whatever pedagogical intentions a new vice-chancellor may have.

The Pedagogical Career Ladder Pilot Project, 2006 – 2007

In May 2006 the vice-chancellor took the decision to start a pilot project whose main task was to test and develop a career ladder at Mälardalen University (Vice-chancellor, 2006). After a few adverse years when the organisation's enthusiasm for the portfolio of pedagogical competences was weak, the start in autumn 2006 was considerably more fortuitous than previous attempts had been due to a number of factors. Attention was paid to the experiences and conclusions from the previous attempts at the university and not least of all from the institutions in the country that had been experimenting in the same area. The project organisation concerning the Pedagogical Career Ladder was established through a clear delineation of roles between the project leader, the steering group, the reference group and the faculty boards and institutions. Moreover the vice-chancellor had made it clear that the decision about placement on the career path would be taken via the vice-chancellor. This was an important symbolic act!

Clear instructions to the applicant, well worked out assessment criteria for the expert and guidelines for the academic appointments board's participation in the process altogether provided good preconditions for the project. Then, that instructions, assessment criteria, and the handling process were constantly being revised during the course of the project are the rules of the game. I became involved in the project in two roles, partly as a member of the project's steering group[13] and partly as chairman of one of the university's two academic appointments boards. My experiences and conclusions can be seen in the three cases that are presented in the next section.

Experiences and conclusions from the Pedagogical Career Ladder Project are described in the final report written by Åsa Ryegård (2008).

The academic appointments board's handling of pedagogical competence

The academic appointments board task is relatively strictly circumscribed by national and local rules and regulations. The Higher Education Act *(HL)* and the Higher Education Ordinance *(HF)* make up the frame of reference and norm at the national level. Furthermore, all of the institutions shall have a stated Appointments Procedure *(HF* 4 Chapter 14§). The Appointments Procedure is a local application of the Higher Education Ordinance and differs from institution to institution depending on the type of organisation, courses and research areas, tradition and size of the institution. In the document the requirements for qualification for appointment to different positions and for promotion are specified and stipulated. The appointments process has in that way, to a greater extent than the text in the advertisement for the position, an important role as instructions to the experts in their task. Another central document at

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[13] Mälardalen University's Council for Course Strategy made up the steering group for Career Ladder Pilot Project. The steering group consisted of deans, two representative from the department heads, a student representative and vice rector for quality questions (chairman).

the institutional level is the Delegation Procedure[14] that the vice-chancellor decrees. In this document it says which instance is to fix the profiles for the appointment when positions are advertised, who is to appoint the expert, who takes decisions in cases of appointment and promotion, who decides if an appointment case is to be terminated, etc.

When it is a question of qualification for appointment to professor the Higher Education Act (3 Chapter 2 §) states: *"Only persons who have shown academic and pedagogical competence may be appointed as professor."* The qualifications for appointment as lecturer specified by the Higher Education Act (4 Chapter 7§) are a PhD or the equivalent, courses in pedagogy for higher education and demonstrated pedagogical competence. Furthermore, it states that for both professors and senior lecturers: "Just *scientific proficiency[15]*.[16] (HF 4 Chapter 5 §) The qualification for being employed as a lecturer is a bachelor's degree and demonstrated pedagogical competence. The Higher Education Act and the Higher Education Ordinance lack definitions for both scientific proficiency and pedagogical competence. Scientific proficiency ought to be somewhat established at the disciplinary level within the scientific community. The meaning of demonstrated pedagogical competence leaves room for different interpretations, primarily due to the absence of a definition

In the revised Appointments Procedure for Mälardalen University laid down by the Board of Higher Education in October 2009 the requirement for pedagogical competence was sharpened in several ways. For appointment as professor it is stated "that pedagogical competence shall have been demonstrated in both a *graduate and a doctoral programme. Furthermore, the applicant shall have taken a relevant course in pedagogy for higher education, if there is not a special reason."* (Appointments Procesdure, 2009, p. 6) For employment as a senior lecturer and lecturer in higher education *"the applicant shall have participated in at least 10 weeks of courses in pedagogy for higher education or in another way acquired the equivalent knowledge." (Appointments Procedure, 2009, p. 7)* Finally pedagogical competence is defined in a paragraph of its own in the Appointments Procedure with the main message: "/…/ the ability to in the best way support and facilitate student learning/…/" (Appointments Procedure, 2009, p.10)

The academic appointments board has the faculty's mandate to prepare appointments, promotions, and docent cases.[17] At Mälardalen University preparing cases within the framework of the Pedagogical Career Ladder (Vice-chancellor, 2008) has also been

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[14] In connection with Mälardalen University introduced a new academic organisation 1 January 2008 the vice-chancellor stipulated a revised Delegation Process (Vice-chancellor, 2007d.).

[15] For lecturers "*examination of scientific proficiency*" is replaced with "*examination of other qualification giving conditions.*"(*HF* 4 Chapter 7§).

[16] There seems to be a general misunderstanding that scientific and pedagogical competence should always be weighed together 50/50. The weighting is decided by the profile that is considered suitable for the employment. In the Higher Education Ordinance (4 Chapt. 17§) it is stated in the following way "/…/which different grounds for assessment and how they shall be weighted against each other."

[17] Applies to professors, senior lecturers and research assistans (*HF* 4 Chapter 20 §). Note that docents are not regulated in the Higher Education Ordinance.

included since 2008. One of the prerequisites for enabling the academic appointments board to carry out its tasks in a satisfactory way is that the members are familiar with the relevant legislation, rules and regulations, guidelines, and instructions on the national and the local level. The instruments that are normally applied are expert assessment by an external assessor, an interview of the applicant and in certain cases trial lectures. In addition to that, the taking of references has received increased importance over time.[18]

The official report of the expert has taken on a central role in the academic appointment board's handling of cases which has resulted in a greater demand being put on its quality. The foundation for presenting a good expert verdict, is laid already at the establishment of the appointment profile[19] when it is a question of an advertised post. Moreover, the instructions[20] to the applicant, whether it is an advertised post or a promotion, are of great importance. Pedagogical competence is normally best demonstrated via the portfolio of pedagogical competences which is attached to the applications. When experts are appointed by the faculty they receive the advertisement[21], the application documents, and the university's appointment procedure.

The academic appointments board at Mälardalen University regularly carries out interviews in cases of appointment or promotion. The idea behind the interview is that the members of the academic appointments board shall have the opportunity to meet the applicant and vice versa and in that way avoid having the case be merely written exercise. The main purpose of the interview is to illuminate any indistinctness and comments of the expert in the formal report before the proposed decision is taken by the academic appointments board.

A trial lecture is often used in those cases where the applicants who have been short-listed for a post are assessed and ranked differently by the experts. In cases where pedagogical competence is poorly documented in an applicant's papers, a trial lecture can be motivated. As a rule scientific proficiency can not be assessed by members of the academic appointments board, since the faculty's breadth of the subjects means that the members do not often have competence in the discipline in question. However, representatives of the subject usually express their understanding of the teacher's competence in the subject after a trial lecture. The conclusion is usually that the experts' assessments of scientific proficiency weigh very heavily. Pedagogical competence is about the practice of demonstrated teaching skill[22] during a specific trial lecture.

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[18] The instructions for taking references are laid down in the revised Appointment Procedure that has been stipulated by the Higher Education Board, 2009-10-12.

[19] The appointment profile shall contain: The subject area for employment, primary job description, qualification requirement, grounds for assessment and their relative weight and in occurring cases encouraging representative of the under-represented sex to apply for appointment (Appointments Procedure, 2009).

[20] Qualification for appointment, Personnel section, Mälardalen University.

[21] The established appointment profile transformed to the text of the advertisement text.

[22] See Kreber's (2002) discussion on "teaching excellence" and Ryegård (2008, p. 25-27).

Experiences from the Academic Appointments Board of the Faculty Board for the Humanities, Social and Caring Sciences

The pedagogical competence requirement that is specified today in different advertisements for teachers has been clearly stated in the university's goal documents since as early as the 1990s.[23] During the period up to the present, among other things the requirement of participation in a course in pedagogy for higher education was sharpened in 2003.[24] SUHF (2005) has via its policy document emphasised the importance of courses in pedagogy for higher education. This makes one wonder why we still are having discussions about why pedagogical competence was still treated relatively unfairly when appointing teachers to different posts in 2009. At the same time there are many signs that pedagogical competence has been given increased weight in advertisement texts as has the requirement of a 10-week course in pedagogy for higher education or its equivalent. The people who are applying for jobs as senior lecturers and lecturers who do not fulfil the requirement regarding participation in the pedagogical course shall, according to the Higher Education Ordinance(4 Chapter, 30§), be employed, however not longer than a year. The employment may be renewed for a year. When the teacher acquires the qualification, the employment shall change to a permanent post. A delicate question is what happens if the teacher does not acquire the qualification.[25]

The expert who is to assess the proficiencies, seems in many cases to still live in the academic tradition and norms where scientific proficiency weighs most. One solution is to appoint a special pedagogical expert who focuses on assessment of pedagogical competence. At Mälardalen University the solution has been to utilise them in those cases where the expert who had originally been appointed for some reason has not succeeded in assessing the pedagogical competence satisfactorily.

Having read a great number of expert reports since 2001, I can see that the words: *"X number hundred hours taught ought to be mean that the applicant has great pedagogical competence"* still appear often. Quantifying given and reported teaching hours and coming to the conclusion that the connection between the quantity of teaching and the degree of proficiency is linear is much too common. The dilemma of being an expert without participating in well-thought through professional development is clear. Neither is the problem facilitated by all of the people applying for jobs or advancement without knowledge and/or insight into what should be reported and presented regarding pedagogical ability. An incomplete application that meets an expert without the ability or competence to make an assessment, results in an insufficient report. An easy way out is doing an analysis of quantitative background material.

A clear increase in quality has taken place successively through the use of portfolios of pedagogical competence that different institutions have introduced during the 2000s. The government inquiry on higher education formulated the requirement in the following way (SOU 2001:13, p. 219): *"Good and systematic documentation is*

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[23] See section 2.

[24] Change in the Higher Education Ordinance (SFS 2002:761).

[25] When there is a time limit on the employment the courses in pedagogy for higher education shall be put in the work plan for the lecturer or the senior lecturer that is affected.

fundamental to assessing pedagogical and scientific qualifications qualitatively."
Continuing training for teachers for the purpose of establishing their own portfolios raises quality as the criteria for pedagogical competence's different elements provide a clear structure.

Recipients of the qualifications portfolio, that is to say primarily the experts but also the members of the institutions academic appointments board, today obtain applications of considerably higher quality than during the 1990s and the beginning of the 2000s. The question is however to which degree the recipients have the knowledge that is required to analyse and make assessments that are above a quantitative level.[26] The argument leads unavoidably to the standpoint that experts, but also the members of the academic appointments boards ought to have training in how to analyse, interpret and assess a portfolio of pedagogical competences. This must be seen from the long-term perspective. Especially since many experts appear to be emeritus and therefore can not be expected to participate in the relevant training. When it comes to the members of the academic appointments boards, the effort seems primarily to be about systematic training each time the faculty appoints new members.

The following are accounts of how three cases were handled and assessed by the academic appointments board (Brorsson, 2001-2009):

Case 1. Excellent lecturer applies for promotion to senior lecturer based on special pedagogical competence

During the Pedagogical Career Ladder Project 2006 – 2007 lecturer A applied to have his pedagogical competence examined. In the first round of applications in 2006 he was assessed to be an Established Teacher[27] (minutes of the Academic Appointments Board, 2007-03-06). During the project it was stipulated that the teachers who had been assessed in the first year would be given the possibility of applying to the final round of applications within the framework of the pilot project in 2007.[28]

When lecturer A's pedagogical competence was scrutinized in 2007 in two of the expert reports A was assessed as having fulfilled the criteria for excellent teacher. The academic appointments board shared the experts' assessment and decided to recommend that the lecturer be placed on the level Excellent Teacher according to the Pedagogical Career Ladder Project 2006 – 2007 (Minutes of the Academic Appointments Board 2007-10-19). The vice-chancellor confirmed that lecturer A be placed on the Excellent Teacher Level (Vice-chancellor, 2007c).

In March 2008 lecturer A applied for promotion to senior lecturer in subject X with reference to special pedagogical competence. The Higher Education Ordinance

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[26] For change to take place the faculty boards have to raise their level of knowledge when it comes to assessing pedagogical competence. "Crucial to taking pedagogical qualifications into consideration in practice is how the academic appointments boards and the faculty boards in reality weight pedagogical efforts against each other." (SOU 2001:13, p. 226).

[27] Pedagogical Career Ladder is made up of three levels: Qualified, Established, Excellent Teacher. Excellent Teacher is the highest level of the career ladder.

[28] A determining factor was that the assessment criteria were revised during the course of the project (Ryegård, 2008).

(Chapter 4, 13 §) says: "*A lecturer who is permanently employed can be promoted to senior lecturer even it the qualification requirements are not fulfilled. That applies only if the lecturer has demonstrated special pedagogical competence or special proficiency in developing and leading the activities and personnel at the university or shown a special ability in cooperating with the surrounding community.*" In the application the applicant referred to the decision taken by the vice-chancellor saying that he had that had been placed at the Excellent teacher level in the Pedagogical Career Ladder. The academic appointments board had previously during the course of the pilot project had discussions about the way pedagogical competence ought to be assessed in promotion from lecturer to senior lecturer. In the case of an applicant who has not yet been placed in the Pedagogical Career Ladder, normally one or two experts are appointed to assess pedagogical competence. Since lecturer A was placed on the highest level of the career ladder, the academic appointments board found no reason for examining already demonstrated and documented pedagogical competence.

The application was processed in April 2008 when lecturer A was interviewed by the academic appointments board. All of the members of the board were in agreement that the applicant's responses and reflections did not give a clear picture of demonstrated pedagogical competence at a high level. Furthermore, the members of the board did not think that the reasoning around pedagogical competence had been satisfactory. Despite the fact that the Higher Education Ordinance clearly states that it is pedagogical competence that shall be grounds for promotion, in practice the members of the academic appointments board took for granted that a certain minimum level of scientific proficiency also should be attained to be a senior lecturer.[29] The flaw in the thinking can be traced to the fact that a lecturer can be promoted to senior lecturer in their subject area, but then promotion is based on special proficiency. Normally a senior lecturer is expected to have scientific proficiency that is based on his PhD degree or the equivalent.

Moreover in the academic appointment board's reasoning around the case it became clear that the criteria for pedagogical competence in the Appointments Procedure[30] did not agree with the criteria that are applied in the Pedagogical Career Ladder. An interesting conclusion arrived at by the majority of the members was that there were different requirements for placement on the institution's Pedagogical Career Ladder and promotion from lecturer to senior lecturer. The case was tabled at the meeting.

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[29] The reform from1999 regarding promotion in higher education has never been accepted by a large number of the Swedish institutions in the question of promoting lecturers to senior lecturers. The inquiry on positions in higher education (SOU 2007:98) was clear that the promotion for a lecturer who does not fulfil the criteria for qualification should not be possible. Most of the official responses reflected the view shared the view presented in the inquiry.

[30] On nearer examination of the criteria for promotion of lecturers who do not fulfill the qualification requirement, it was evident that the same criteria applied independently of whether or not the special proficiency had to do with administration, cooperation with the surrounding community or pedagogy. The text in the Promotion Procedure was written in connection with the promotion reform in 1999 and can appear to be rather unreflective when seen with today's eyes.

At the end of April 2008 three representatives[31] from the academic appointments board, the personnel section and the head of PIL met for a clarification of her view of scientific proficiency in the promotion of unqualified lecturers to senior lecturers. The conversation resulted in the clarification that there is only one definition of pedagogical competence[32], independent of whether it is a question of the Higher Education Act or criteria in the Pedagogical Career Ladder. Moreover the minimum level of scientfic proficiency for permanent employment as a lecturer was fixed at master's degree.[33]It became clear concerning promotion of lecturers to senior lecturers on special proficiency that the university's principle position was that promoted special lecturers demonstrate proficiencies at a high level, but that they are of another character than the usual ones.

The promotion case was reported again at the academic appointments board's meeting in January 2009. During the period that the case had been resting the vice-chancellor had taken a decision on the definition of pedagogical competence and the minimum requirement regarding scientific proficiency for lecturers. In addition to that, a working group[34] that had been commissioned by the vice-chancellor revised the university's Appointments Procedure where among other things the definition of pedagogical competence was in harmony with that of the Pedagogical Career Ladder. Things that had been unclear at previous meetings of the academic appointments board were thus removed.

The discussions during the meeting were intense and lively, since the majority of the members of the academic appointments board thought that there were no grounds for promoting a lecturer without scientific proficiency equivalent to a PhD degree to senior lecturer. At the same time the members saw that grounds for recommending a promotion existed. Tabling the case yet again was not judged to be a way forward. In my role as chairman it was important for me to see to it that the case progressed. After illuminating different aspects of and consequences for the case an opening came through the information that each individual member has the possibility of registering a reservation against a decision. The complication was that all of the members understood the impossibility of registering a reservation against the decision on promotion, since the requirements had been met. The solution was that all of the members except for the chairman[35] registered a reservation against the reasons for the decision. After several deliberations with the university's lawyer it was decided that a differing opinion would be an appendix to the minutes.

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[31] Åsa Ryegård, PIL, Jan Romedahl, Personnel secretary and Kjell-Åke Brorsson, Academic Appointments Board.
[32] Established in a decison of the vice-chancellor (Vice-chancellor, 2009).
[33] Established in a decision of the vice-chancellor (Vice-chancellor, 2009).
[34] The chairmen and the secretaries on the the university's academic appointments boards. The chairman in the working group was Kjell-Åke Brorsson.
[35] I did not share the view of the other members about doubts about promotion based on special proficiency. If examples support that an unqualified lecturer who has applied for promotion fulfills the requirements that are stipulated in the Higher Education Ordinance, the teacher ought to be promoted. It shows that the institution is serious about the importance of pedagogically proficient teachers.

One of the main messages in the reservation was: *"The Pedagogical Career Ladder at Mälardalen University has been made into a question of promotion for lecturers."* That viewpoint is correct in the sense that it is impossible for a senior lecturer to be promoted to professor only on pedagogical competence. At the same time the career ladder, as I see it, has not implied a way to promotion for lecturers. On the other hand the new order means that examining pedagogical competence can happen in two different ways.

The original variation since the promotion reform in 1999 means that a lecturer applies for promotion to senior lecturer based on special pedagogical competence. The academic appointments board then appoints one or two pedagogical experts to assess the special proficiency. The new way via the career ladder means more steps, namely that a lecturer first applies for the Portfolio of Pedagogical competences Course. Then the lecturer applies to be tested for placement on the Pedagogical Career Ladder. The third step means that the lecturer who has been placed at the highest level can apply for promotion to senior lecturer based on pedagogical competence without further expert assessment. The academic appointments board only interviews the applicant.

Another aspect people had reservations about was the fact that there was no clear connection to salaries as an incentive for teachers to develop their pedagogical competence. Without a connection to salaries there is no reason for lecturers and professors to participate in the Pedagogical Career Ladder. I share the opinion and think that the university ought to be able to arouse interest by introducing the same salary increase as with appointment to unremunerated docent.[36]

Lecturer A was promoted to senior lecturer in spring 2009.

Case 2. Two experts assess an applicant to be on two different levels

Lecturer B applied for assessment of pedagogical competence in the first round of applications of the Pedagogical Career Ladder Pilot Project. Both experts were in agreement in their assessments and recommended that the applicant should be placed at the Established Teacher Level. It is important in this context to emphasise that the experts in the first application round presented a common opinion[37], which in practice ought to put increased demands on arriving at consensus.[38] The academic appointments board made the same assessment as the experts and decided to recommend that lecturer B be placed at the level Established Teacher (Minutes of the Academic Appointments Board, 2007-03-06).

Before the third and last round of applications within the framework for the pilot project Lecturer B again applied for assessment of pedagogical competence. Two new experts assessed the applicant's qualifications, which resulted in one expert

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[36] 1 500 SEK per month.

[37] Before the second round of applications the instructions to the experts was changed saying that the experts would make their official reports individually.

[38] Formulating and standing behing a common official report probably means in practice that both experts exert themselves to try to come to a consensus.

placing the applicant at the Established Teacher Level and one expert placing the lecturer at the highest level, that is, Excellent Teacher. The academic appointments board made a careful analysis of how both of the experts had dealt with the different criteria in their reports and wrote the following in the minutes: *"The academic appointments board consider that the expert opinion that places Lecturer B at the level Established Teacher ought to be given greater weight as it problematises and analyses why the applicant has not been proposed to be placed at the Excellent Teacher Level."* (Minutes of the Academic Appointments Board, 2007-10-19) Moreover the board maintained that the applicant lacked synthesis in regard to evaluation of student results and reflection upon the course evaluations that had been attached. The academic appointments board decided to recommend that Lecturer B be placed at the Establish Teacher Level which was confirmed by the vice-chancellor (Vice-chancellor, 2007b)

In the cases where two experts arrive at different conclusions regarding suggested placement of an applicant on the Pedagogical Career Ladder, the academic appointments board is put to the task of carefully weighing the arguments from the two expert opinions to a well thought through/sustainable conclusion. The quality of the individual expert opinion in the sense of stringency, consistency, analysis and conclusion has great importance when the academic appointments board takes a stand. Moreover the quality of the application together with the result of the interview of the applicant increases the weight of the material upon which the final decision is to be made. Thus it is of great importance that one of the members of the academic appointments board has participated in the interview and can refer to the results of it.

Case 3. The academic appointments board makes a different assessment than the expert

During the first round of applications of the Pedagogical Career Ladder Pilot Project 2006-2007 Lecturer C applied to have their pedagogical competence assessed. The interview was carried out by two experts together with a member of the academic appointments board. The two experts, who together presented a formal report, assessed the applicant as having fulfilled the criteria for Excellent Teacher. The academic appointments board considered that the experts had been somewhat vague when demonstrating that the established criteria had been fulfilled and formulated the following in the minutes: *"The academic appointments board does not make the same assessment as the experts and does not see that Lecturer C has fulfilled the requirement for the level of Excellent Teacher. The criteria in the instructions are formulated in the present: the person "leads /.../", "promotes /.../"and there is nothing that says that it is enough to think that the person in question is going to do that in the future. The motivation both predicts and registers reservations."* The academic appointments board (Minutes 2007-03-06) wrote further: *"/.../ it is not enough that one has the ability to fulfil the criteria, instead it shall be clear that one fulfils them."* The reasoning of the academic appointments board led to a unanimous decision to recommend that Lecturer C should be placed at the Established Teacher Level. The vice-chancellor did not take a decision and referred the case back to the academic appointments board.

Intensive e-mail communication arose between the members of the academic appointments board regarding the case. A clear line in the dialogue was that the

existing criteria for the different levels of the career ladder were considered to be vague, which in turn meant that the experts would be expected to be vague in their common report. During the same time period the project leader for the Pedagogical Career Ladder within the framework of the pilot project asked the experts to further sharpen and clarify their formal report.

Each individual member of the academic appointments board went through Lecturer C's application material once more for the purpose of trying to relate the applicant's qualification portfolio to the criteria in the pedagogical careen ladder. Different interpretations and analyses were communicated internally between the members of the academic appointments board which came to function as a learning process with in-depth understanding of the significance of the criteria in the career ladder.

When the experts turned in their revised report, the academic appointments board brought up the case for renewed assessment. The board's internal deliberations in the case together with a new formal report from the experts in which obscurities/questions had been corrected resulted in the board making the same assessment as the experts. The decision meant that the academic appointments board recommended that Lecturer C be placed at the level Excellent Teacher (Minutes of the Academic Appointments Board 2007-04-12). The vice-chancellor confirmed the level (Vice-chancellor, 2007a).

Closing reflections and critical thoughts

My account of what happened in the area of pedagogy for higher education at Mälardalen University during two decades shows that the awareness of the importance of putting high demands on the pedagogical competence of teachers existed early on in the organisation. The step from well-formed phrases in documents describing goals to the insight that teachers understand how student learning works in practice, however, appears to be big. Development has been far from linear and has been slowed down during several periods, mainly due to internal organisational changes, financial problems and varying commitment among key people.

The awareness that assessment of pedagogical competence ought to be treated with as much care as academic proficiency has probably increased among the experts and the members of the academic appointments boards during the last ten years. The requirement of courses in pedagogy for higher education that has been introduced along with the fact that applicants for different appointments present portfolios of pedagogical competence to a greater extent has undeniably improved the quality of the applications. A follow-up question however is whether or not the system has succeeded in assuring the quality of the process all the way into the lecture hall and the seminar room. My account has shown that there is still a lot of work left to be done when it comes to getting the experts and members of the academic appointments boards to treat pedagogical competence with the same care as scientific proficiency. The norm and thus the career path in academia emanates from academic proficiency. A classic trick when it comes to the formal reports of experts for applicants who are not deemed qualified, is that the expert puts forward the applicant's pedagogical

competence and explains the applicant is qualified within that certain area as a "teaspoon of sugar to help the medicine go down".[39]

In 2008 Mälardalen University initiated a new career path for teachers via the Pedagogical Career Ladder. The internal criticism that the system primarily favoured lecturers had already started during the pilot project 2006-2007. Right from the start the professors and a great many of the senior lecturers showed little interest in the project. Because of that the discussion has come to be about the legitimacy of the system and the organisation. A teacher who is placed in the career ladder gets a new title that in principle is totally unknown outside of the teacher's own institution.[40] A salary increase directly connected to the appointment is lacking and there are no new work assignments are offered.[41] All that is left for a lecturer[42] without a PhD is the possibility to apply for promotion to senior lecturer. For senior lecturers there is the possibility of verifying pedagogical competence prior to application for being accepted as an unremunerated docent and promotion to professor.[43]

If the Pedagogical Career Ladder shall have the weight that was intended, the incentive for teachers has to be made considerably clearer. Locally aimed salary increases are needed, preferably connected to a reallocation of funding[44] to the academy to which the assessed teacher belongs. On the national level it is necessary that the institutions that join the pedagogical competence system share a common view.

For assessment of pedagogical competence to be given the same amount of attention as scientific proficiency in practice presupposes a sharpening of the Higher Education Act and the Higher Education Ordinance. The day a teacher is employed based on pedagogical competence the requirement of equal care can be considered fulfilled. *"Y hundred carried out of research hours ought to mean that the applicant possesses great scientific proficiency."*

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[39] The pattern seems to be most common in cases dealing with professors.

[40] The exception is primarily people from institutions that were part of the NSHU project.

[41] An Excellent Teacher however is considered qualified for the job of pedagogical expert and as a resource person on courses in pedagogy for higher education.

[42] This applies to teachers who are placed at the highest level, that is, Excellent Teachers.

[43] Of the six internal senior lecturers on the faculty who have been promoted, five had applied for appointment and one had been appointed professor during the last two years, no one has been placed on the Pedagogical Career Ladder.

[44] A good model is LTH's model at Lund University.

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PEDAGOGICAL COMPETENCE – A DEVELOPMENT PERSPECTIVE FROM LUND UNIVERSITY

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Lund University is a large, complex and relatively decentralised organisation with eight faculties. This text describes how Lund University's Faculty of Engineering (LTH) works with assessment and reward of pedagogical competence. LTH is the faculty at Lund University that has worked most purposefully and systematically over time with this, which is why LTH's model can be of specific interest. There is also a short description of what is happening at Lund University regarding the assessment of pedagogical competences and pedagogical competence. The text finishes with a discussion about the critical aspects of the development that has taken place.

Introductory example – an application for promotion…

In 2003 a senior lecturer at Lund University's Faculty of Engineering (LTH) applied for promotion to professor. The application was dealt with by the academic appointments board and after a long process that included assessment by an expert and a certain amount of hesitation regarding the pedagogical competence of the applicant; the board approved the application and recommended promotion. The decision of promotion to professor is taken by the vice-chancellor of Lund University. On its way there the application passed the dean of LTH. In this particular case LTH's dean rejected the assessment of the academic assessment board. It was considered that the requirements for pedagogical competence for promotion to professor had not been met. The case was sent back to the academic appointments board and LTH's dean decided at the same time that an internal assessment of pedagogical competence would be done. This assessment pointed out several short fallings in the senior lecturer's qualifications, among other things the lack of the course in pedagogy for higher education. The result was that the academic appointments board did not support the application after which the dean rejected the application. The senior lecturer then participated in the course and returned in 2007 with a new application. The academic appointments board which at that time consisted of several new members took up the case again. It was decided that a special pedagogical expert from another institution in Sweden would be appointed to do a special assessment of the senior lecturer's pedagogical competence. That official report also pointed out a few inadequacies, but the conclusion was nevertheless a recommendation to accept the pedagogical competences as satisfactory. The academic appointments board decided, after having interviewed the applicant, to recommend the application and finally the vice-chancellor of Lund University took the decision of promotion to professor.

Which happenings and decisions especially influenced the development?

A lot can be learned from this interesting example from LTH which shows what can happen in a period of change. The academic appointments board hesitated and the dean exerted pressure by showing decisiveness and the ability to take action. The case dragged on; it took four years from the time that the application was turned in the first time until the final decision on promotion was made by the vice-chancellor. Individual teachers get caught in the middle between "how it has always been before" and the new praxis that is being established. And they can naturally feel more or less unfairly treated. An important factor that led to the happenings described above is the change in the Higher Education Ordinance in 2003, with the requirement of participation on a course in pedagogy for higher education for employment as a lecturer or senior lecturer. Another strategically critical happening was that in 2005 the university's vice-chancellor took a decision about sharpened guidelines for assessment of pedagogical competence at Lund University. The consequence of that was that the vice-chancellor, with strong support of the student union, began to return applications to the faculty because of insufficient material for assessment of pedagogical competence, especially when it comes to the course in pedagogy for higher education. The pressure for change from the university leadership sent a clear signal to the faculties: Take pedagogical competence seriously!

The development at Lund University's Faculty of Engineering – the special importance of LTH's Pedagogical Academy

Lund University, a large, old, research-intensive university, is divided into eight faculties each with quite a lot of independence in relation to the central university leadership. Nevertheless it is the university's vice-chancellor who makes decisions about appointments to professor and when new demands are introduced there has to be knowledge and preparedness at the faculties to meet these demands. LTH was relatively well-equipped to meet these demands when the winds of change started blowing around assessment of pedagogical competence. Pedagogical awareness was high and the faculty had several years of experience from pedagogical development of courses for pedagogy for higher education and its own pedagogical development unit.

The most important of all was the introduction in 2001 of a system for rewarding pedagogical competence – LTH's Pedagogical Academy – with the competence grade of *Excellent Teaching Practitioner (ETP).* The overall purpose was to stimulate pedagogical development at LTH and to bring forward the organisations' collected competence and awareness through rewarding pedagogically proficient teachers and their departments. For this reason there was a financial incentive both for the individual teacher and for his/her institution – the teacher received a salary increase of 2 000 SEK per month and the department received increased funding of 50 000 SEK. The compensation was equal to the financial increment received by docents and their departments. Since there is no "new money" in the system it means that departments that do not get involved in pedagogical development are rewarded at the expense of less committed departments. It is a question of relatively small sums – the

total yearly turnover for LTH's undergraduate courses are around 400 million SEK – but the political signal is important and shows that the faculty is serious.

Up to now (2009) seven rounds of application to the Pedagogical Academy have been carried out. After the third round of applications a pause was made to study and evaluate the activities. That work resulted in a considerably more stable and more rigorous application process with a new model for analysis of pedagogical competence. In addition to that better clearer criteria for acceptance were developed through a research project (Antman & Olsson, 2007). Four new application rounds (from and including 2006) have been carried out with the new acceptance procedure. The experiences are very positive. Up to now 76 teachers, from all of LTH's departments, have been accepted to LTH'S Pedagogical Academy. The reward system attracts teachers from all of the teaching categories of which one third are professors. It is also important to note that an overwhelming majority are active researchers. The parallelism to docents is distinct and conscious – both academic and pedagogic competence are rewarded – in line with LTH's policy. The reward system is not intended to be part of an alternative career path; instead all of the teachers are encouraged to strive for excellence in both teaching and research.

To be accepted to LTH's Pedagogical Academy pedagogical competence is assessed and valued based on criteria that focuses on the applicant teacher's pedagogical practice (this is described in more detail later on in this chapter). Teachers who clearly demonstrate that student learning is in focus in their pedagogical practice and who demonstrate that they have developed the ability to reflect upon their practice with the help of knowledge about teaching and learning are rewarded. Besides this the teacher shall be able to demonstrate a striving to develop a more public teaching practice by learning from the experiences of others and sharing their own experiences, for example, in discussions, at conferences and in publications; that is, by doing that which characterises 'scholarship of teaching and learning' (Boyer 1990; Barr & Tagg 1995; Bowden & Marton 1999; Trigwell & Shale 2004). The development of LTH's collective pedagogical competence is central and the applicant has to be able to demonstrate clearly the added value that their pedagogical activities contribute to the organisation's pedagogical development.

Pedagogical competence

In LTH's model pedagogical competence is a broader concept than teaching skills (see figure 1, page 118), which agrees with Magin (1998)

Pedagogical competence presupposes good, broad and deep knowledge of the subject of teaching. A pedagogically proficient teacher shall in different contexts demonstrate a good ability to use their subject knowledge in research-related, practical, pedagogical actions with student learning in focus.

Teaching skills, which is a central part of pedagogical competence, is demonstrated in the ability to teach in a way that actively supports student learning. Subject knowledge and knowledge about learning and teaching the subject or the subject area (subject didactics) is of crucial importance. Changing activities presuppose, however, that the teacher in fact continuously observes and reflects upon their own teaching and its effect on student learning, in order to, based on their knowledge of teaching

and learning, be able to analyse and arrive at conclusions for continued development - the teacher demonstrates pedagogical competence.

Theoretical competence in pedagogy for higher education and didactic subject knowledge are of great importance for the teacher's perspective on teaching and learning. Pedagogical competence is underpinned by knowledge about teaching and learning so that theory and pedagogical practice together develop a pedagogical understanding that creates the prerequisites for continued development.

Figure 1 shows a schematic model of how theoretical knowledge and pedagogical practice are related to teaching skills and pedagogical competence. The model is inspired by Kolb's Learning Cycle (Kolb, 1984) and shall actually be seen as spiral-shaped so that pedagogical practice, after going through each cycle, achieves a higher and more developed level.
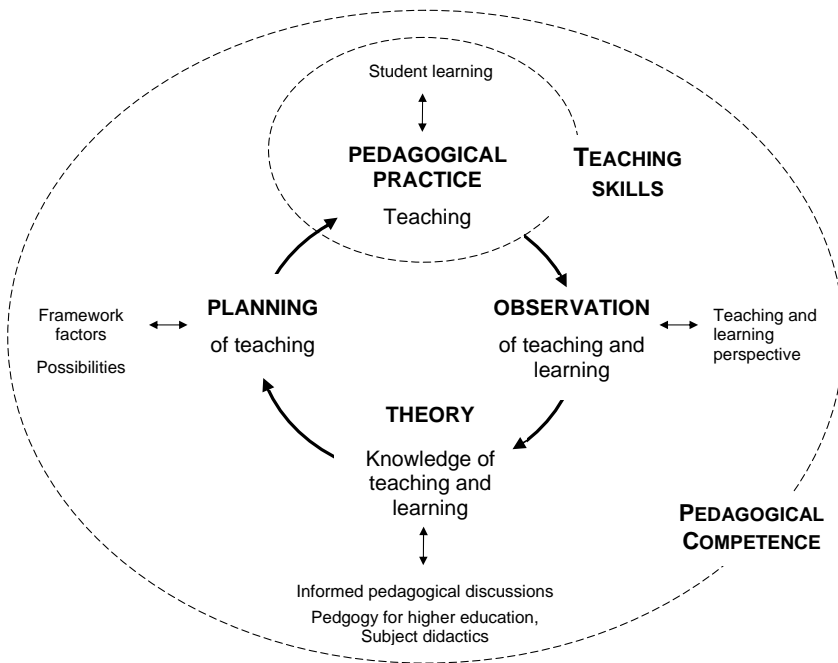

Figure 1: Teaching skills and pedagogical competence

Assessment of pedagogical competence

In order to be able to carry out a systematic and methodical assessment of pedagogical competence requires relevant *criteria* upon which the assessment is based, documentation that demonstrates that the criteria have been fulfilled and clear descriptions of the levels that are to be achieved in order to fulfil the different criteria. (Ramsden & Martin, 1996; Chism, 2006; Elton, 1998; Trigwell, 2001). The following criteria (here somewhat simplified) have been used in assessment of pedagogical competence for acceptance to LTH's Pedagogical Academy:

1. **Focus on student learning**
    - The applicant bases their pedagogical practice on student learning.
    - The applicant uses their knowledge about teaching and learning to develop their pedagogical practice.
    - The applicant functions well in their pedagogical practice in relations with the students.

2. **Clear development over time**
    - The applicant strives, consciously and systematically, in their pedagogical practice, to support and develop student learning
    - The applicant has ideas and plans for continued development of their pedagogical practice.

3. **A reflective (scientific) attitude**
    - The applicant reflects on their pedagogical practice with the help of knowledge of teaching and learning, relevant to their subject.
    - The applicant reflects on student learning in their subject.
    - The applicant participates in an exchange of experiences from their pedagogical practice and their knowledge of teaching and learning with colleagues through cooperation and interaction with others.

The criteria are fundamental to the qualitative assessment of pedagogical competence. Within the framework for these criteria there is also an overall assessment from different perspectives: from *theory* (knowledge about teaching and learning shown in the complexity of pedagogical reasoning) and from *pedagogical practice* (the ability to reflect on teaching and learning with the help of theoretical knowledge), and how well these perspectives are integrated with each other (Biggs & Collis, 1982; Kreber, 2002).

Figure 2 illustrates a model for an overall assessment that can be used as support in summing up the whole assessment of pedagogical competence (Antman & Olsson, 2007). The model was developed in the research project that studied the three first rounds of the Pedagogical Academy, and ties together pedagogical practice and theoretical knowledge about teaching and learning.

The model has two dimensions that on an overall plane show how pedagogical competence can progress. *Theoretical knowledge* is developed from fragmented knowledge via more and more structured knowledge to an integrated holistic understanding. Pedagogical practice that functions well is a crucial and irreplaceable part of pedagogical competence. The ability to reflect on teaching and learning is central. Pedagogical practice develops from being an unreflective or intuitive practice to being a more and more reflective and scholarly practice with increasing public exchange with others of knowledge and experiences.
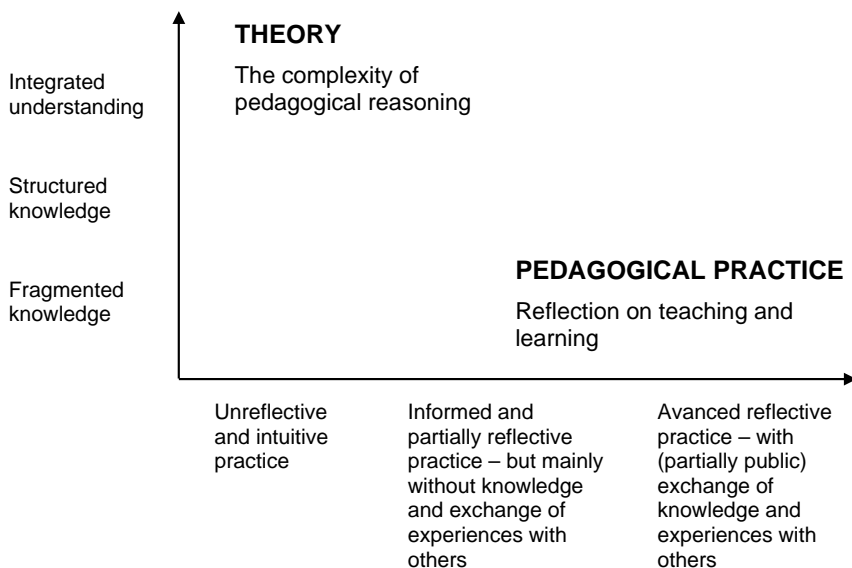
The following is a figure described in text form:

THEORY
The complexity of pedagogical reasoning

- Integrated understanding
- Structured knowledge
- Fragmented knowledge

PEDAGOGICAL PRACTICE
Reflection on teaching and learning

- Unreflective and intuitive practice
- Informed and partially reflective practice – but mainly without knowledge and exchange of experiences with others
- Avanced reflective practice – with (partially public) exchange of knowledge and experiences with others

Figure 2: Overall assessment model

The purpose of all teaching ought to be to support student learning. The result of learning depends on the interplay between the teacher, the students and the subject. Teaching can be seen as an offer of pedagogical support to the student (the learner) and there is no simple correlation between pedagogical competence and the result of student learning. A pedagogically competent teacher, however, has to be familiar with the complexity of student learning. A pedagogically competent teacher has to show the ability to reflect upon and draw conclusions from student learning through increasingly reflective observation to systematic investigations and reflective analyses of student learning.

Effects

A crucial question is how a reward system influences pedagogical development at the faculty. Today a good 10% of the senior teachers have the competency level ETP. Most important of all, as pointed out earlier in this chapter, is that ETP attracts teachers from all categories and that a qualified majority of them are accepted to the Pedagogical Academy as active researchers. Teachers with ETP are found today in LTH's leadership, on the academic appointments boards, on the education boards, on the research boards and among the department heads. The development of LTH's Pedagogical Academy has resulted in a considerable amount of knowledge building regarding pedagogical competence and pedagogical competence that benefits the whole organisation.

The work of the academic appointments board has been especially influenced by the assessment of pedagogical competence. The chairperson (who also has an ETP) of one of LTH's two academic appointments boards in 2006 brought up the question of how pedagogical competence is assessed for discussion. She also referred to

experiences from LTH's Pedagogical Academy, especially the research-based model for evaluation of reflective pedagogical practice (figure 2, p.126). This has resulted in the academic appointments board putting focus on the applicant's ability to reflect on their pedagogical practice with the help of knowledge about pedagogy for higher education. Several of the senior lecturers who have applied for promotion to professor have been rejected in the last few years because they lack documentation of their ability to reflect and insufficient training in pedagogy for higher education. This has sent very strong signals throughout the whole faculty. One immediate and tangible result has been the strongly increased interest in participating in the qualifying course in pedagogy for higher education.

Now (autumn 2009) at LTH there is a project going on for the purpose of further documenting the process that has led to the present model for the assessment of pedagogical competence. Up to now representatives for both of the academic appointments boards, faculty leadership, and the pedagogical development unit have been interviewed. Preliminary data clearly shows the importance of the assessment model that has been produced by the Pedagogical Academy, such as the competence that has been developed through the reward system. LTH's leadership has consciously chosen also to appoint people with ETP to boards. Persons with experience from both reporting their own pedagogical competence and assessing pedagogical competence within the Pedagogical Academy use this competence within the framework of their task on the academic appointments boards. In that way the assessment work of the boards has been stimulated to be more secure and with a stronger foundation. A more detailed discussion of the result of this project is going to be published.

The research-based approach and the connection to basic academic values seem to have been of fundamental importance for the described development. Today LTH has a unique system for assessing and rewarding pedagogical competence that has met with great interest both nationally and internationally (Olsson & Roxå, 2008; Roxå, Olsson & Mårtensson, 2008). The strategy includes working actively to influence the local academic culture to having a more reflective and scientific attitude towards learning and teaching. The cultural and organisational consequences of this view of pedagogical competence consist of many questions: Who are considered to be pedagogically proficient? How does this influence their careers? How are active researchers involved? How are the university policy levels affected? Is there a correlation between rewards and allocation of financial resources? Are teachers who are considered to be pedagogically proficient by the university also appreciated for their teaching by students?

What is happening in other parts of Lund University?

As mentioned in the introduction Lund University is divided into eight, relatively autonomous faculties. Each faculty has one or more academic appointments boards with the formal responsibility for assessing applications for employ and promotion and for taking decisions on appointment and promotion. During the last seven years there has been an increasing awareness of the importance of also assessing pedagogical competences, not least of all through the description in the Higher Education Ordinance. The university leadership has clearly indicated to the faculties

that this has to be taken seriously, and the boards have also, to varying degrees, worked with putting together changed guidelines for applicants and experts. LTH's systematic and substantiated work has in recent years been presented and discussed at seminars common to the university, for faculty leadership and academic appointments boards. At present work is also going on – based on LTH's model – to rewrite the university's general common guidelines for assessment of pedagogical competence. Hopefully this can in the long term insure a more homogeneous and common view at Lund University on assessment of pedagogical competence.

In the area of the humanities and theology one has worked systematically and consistently for many years with offering the faculty's doctoral students and teachers pedagogical training. This is made up of modules where one can with a progression successively increase one's own ability to document critical reflection concerning teaching issues and student learning, and relating that to research in pedagogy for higher education and theory. In other words the faculty teachers have been offered support in developing such pedagogical competence that has been described above (see Roxå et al, 2008, for a more detailed description of this course in relation to 'scholarship of teaching and learning').

The faculty's teachers, however, have witnessed an uncertainty in how this view of pedagogical competence in fact permeates expert assessments that have been done in cases of formal employment and promotion. The area for humanities and theology has therefore given this issue priority in their development plan for the period 2009-2012 that "*Assessment of pedagogical qualification and competence when appointing teachers* shall be based on a common view of pedagogical competence that is developed in the activities regarding pedagogy for higher education and the academic appointment board's grounds for assessment. This requires that routines and methods for assessment of pedagogical competence and pedagogical competence are developed." (Lund University, Humanities and Theology, the Board, 2008, p.3)

Critical aspects in changing how pedagogical competence is seen

Why do things happen? How does change take place in a social environment as complex as a university? One point of departure is that nothing happens without a reason. But happenings that are seen in retrospect do not make a definitive chain of cause and effect the can easily be described. When it is a question of looking at pedagogical competence in a changed way within a large university faculty, one can agree with Foucault that a phenomenon that seems to be new "hasn't just suddenly 'been discovered', one should not consider it [he continues] as a discovery but instead rather the result of a number of small, isolated, processes of different origin, that fall together, are repeated or imitate each other, find support in each other, separate themselves from areas of application, but come together again and gradually a new general method stands out" (Foucault, 1995:140). Change in a complex social environment seems in that way often, messy, difficult to grasp and chaotic.

In this section we shall not uncover the whole process that has led up to a new way to describe and consider pedagogical competence at LTH. Instead we shall talk about some of the isolated but critical aspects that make up the nuances in LTH's

pedagogical development during the last two decades. Central to this description is LTH's Pedagogical Academy. Without knowledge of its history, or of the development that it has followed up to now, it is not even possible to have a sketchy understanding of the chain of events.

At the beginning of the 90s LTH was a technical college unused to pedagogical arguments. Pedagogical training was offered only sporadically. According to the dean at that time, pedagogy was simply foreign to engineers; it "contained too little information per unit of time". But already at that time LTH was influenced by shifts taking place in the rest of the world. "The Linchpin"(SOU 1992:1), one of a series of government commissions on higher education, delivered its report and in its wake money was allocated for pilot projects on pedagogical courses for university teachers. At the same time the government carried out a broad university reform where the responsibility for higher education in many respects was decentralised to the universities. (Bauer et al.,1999). This decentralisation was followed at Lund University with a decentralisation of the responsibility for pedagogical training. Consequently, the funding the government had allocated for the pilot project went to different areas of the university of which LTH was one. The discussion which in the 80s led to and was summarised in the Linchpin, hooks in that way onto a striving towards decentralisation led by the government and the university leadership. The result was that LTH received funding for something no one had asked for, but because pedagogy was a non-subject within the faculty, at that time during the 90s, it was given a chance to grow and develop without being questioned.

During the period that followed a number of pedagogical courses were developed and carried out for teachers at LTH. Participation was voluntary and the influx of teachers with an interest in teaching and student learning was good. All of the courses contained small development projects that were accounted for in written reports. The number of pedagogical descriptions within LTH, written by teachers in the area of technology increased. The number of teachers with pedagogical training increased. The chances that they met each other, talked with each other and inspired each other increased. LTH slowly created its own language to describe teaching and learning. Slowly, the idea of making good teaching into a competitive advantage over other universities that were competing for the same students took shape.

The Pedagogical Academy was formulated in this spirit as a way of creating a reward system for good teachers. At that time, 2000, the sceptics had not yet focussed on the pedagogical discussions. Moreover, the dean, Thomas Johannesson, had gathered the department heads in an organ for leadership and development at LTH. It was also Johannesson who formulated the embryo of the Pedagogical Academy. The idea was refined in LTH's pedagogical council to be a mirror image of position of a docent, with a reward in money to the individual (higher salary) *and* the institution (more funding) as a prototype. But it was in a special project group that the criteria and procedure were formed. The foundation came to be the assessment of teaching portfolios. Within the group portfolios were written and what one should and could assess in them was examined. A draft of criteria was presented to the group of department heads and the dean. The previous ones were also invited in to nominate the pilot group of rewarded teachers. These would go through the process and test it at the same time. In return they were approved already from the start. This first group

of teachers contributed to, among other things, putting the criterion about a learning perspective as the first criterion.

In the years around the turn of the millennium and after, the pedagogical world changed again. Course evaluations became compulsory, the quality evaluations of the Swedish Agency for Higher Education were taken more seriously and in 2003 (after years of being mentioned in public service agreements and so on) a course in pedagogy became compulsory nationally for all newly appointed teachers within the university. Lund University was assigned to do a pilot project in this area (Lindberg-Sand & Sonesson, 2008). In addition, something else that was compulsory was introduced at Lund University: a two-day training course for everyone who supervised doctoral students. In 2005 Lund University's vice-chancellor formulated an appendix to the university's application of the Higher Education Ordinance's appointments procedure. From 15 years earlier at LTH having been a non-question, only for enthusiasts and interested parties, pedagogical competence now affected everyone. All of the teachers at LTH had to be prepared to report their pedagogical competences in order to have a chance to be promoted to professor. The pedagogical competence requirement was now "for real".

Nowadays teachers continue to be rewarded within LTH's Pedagogical Academy. Teaching portfolios are written which are assessed according to the formulated criteria; teachers are accepted to the Pedagogical Academy. In this way competence on how one writes portfolios and on how one assesses them has been built within LTH. In 2003 the possibility of cooperating with *Learning Lund*, a research centre at Lund University loosely connected to the Pedagogical Department, on a research project for the purpose of examining the whole assessment process arose. One analyses the documents and interviews of everyone involved in the assessment process. Besides this, and most likely the most important, generally all of the assessments during 2003 have been video filmed (preparatory discussions in the assessment group, interviews with the applicants and the discussions afterwards). In addition to the rewriting of the document that regulates the Pedagogical Academy and a more stable organisational framework at LTH (the pro-dean leads the board that decides whom shall be rewarded) perhaps the most important result will be an assessment model (figure 2) that supports the assessment of the portfolios' relation between theory (personal pedagogical philosophy) and pedagogical practice (teaching).

Since 2000 the external pressure has consequently been increased as a result of the requirement of accounting for pedagogical competences, but also because of LTH's internal collected competence of how such qualifications can be reported and assessed. Harvey and Stensaker (2008) discuss just such a relation between pressure on the organisation and the belief in one's own ability to deal with and learn from pressure from the outside world. The question to answer is if an organisation is stubborn, recalcitrant, passively yielding, strategically and falsely "obedient", or self-aware and full of initiative. The reasoning of the authors is that only in the latter case does an organisation grow in interaction with the rest of the world, it becomes stronger, which seems to be a relevant description of the Pedagogical Academy's importance and success.

Within LTH external pressure and the belief in the ability of the academic appointments board converged. In 2007 several members had been rewarded and functioned as assessors in the Pedagogical Academy. On the boards there were both personal competence in assessing pedagogical competences and knowledge of the assessment models that had been formed during the work with the Pedagogical Academy. It was probably that combination that led to the decision to take both the Higher Education Ordinance appointments procedure and the vice-chancellor's appendix quite seriously. The boards received then, at the expressed order of the dean, the help of the pedagogical expertise that had been built up around the Pedagogical Academy. Several promotions to professor have been stopped in LTH (which in the introductory example in this text illustrates). The reaction of the organisation was instantaneous. The influx of experienced teachers to the pedagogical courses increased dramatically. Several participants in this new group are negative to the whole development, something which is leading changes in some of the courses; from having been aimed at being an inspiration they now have a more mediating character. Moreover, it is becoming clear that several of these new participants have not been aware of this development. They have put all of their efforts into research qualifications instead of long term pedagogical competence development. They are now forced to rethink quickly.

The above account does not really claim to reveal any clear cause and effect relationships. Instead a few isolated but probably critical aspects have been reported in the development that during two decades have changed the view of pedagogical competence at LTH. The situation today is very different from 20 years ago. The focus is on a combination of external pressure and internal competence development, where undoubtedly the processes concerning the Pedagogical Academy have been crucial, and the fact that a long time has passed. It would be too much to say that these factors alone have caused the change, they have contributed to a great extent, but other factors have most probably played a role. Which factors these are and the role the interaction between them has played however remains to be seen.

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A Swedish perspective on
PEDAGOGICAL COMPETENCE

Pedagogical competence is a key concept both in the Higher Education Act and pedagogy for higher education. In spite of this there is today still no distinct and well-documented nationally shared view of what is meant by pedagogical proficiency. How the concept pedagogical competence is to be interpreted has often remained undefined in theory and unreflected in practice. This has lead to a diversity of local interpretations and strategies. At the same time it is possible to identify a common set of values based on the very same research into pedagogy for higher education.

This report is the result of two-year collaboration between ten Swedish institutions of higher education. Its purpose is to problematise the practice that has been established and the set of values upon which that practice rests. We want to encourage a dialogue with the intent of developing a common foundation and platform for substantiating, assessing and rewarding pedagogical competence. Thus opening new possibilities for continued development of a greater shared view of what pedagogical competence is, can be and can become.